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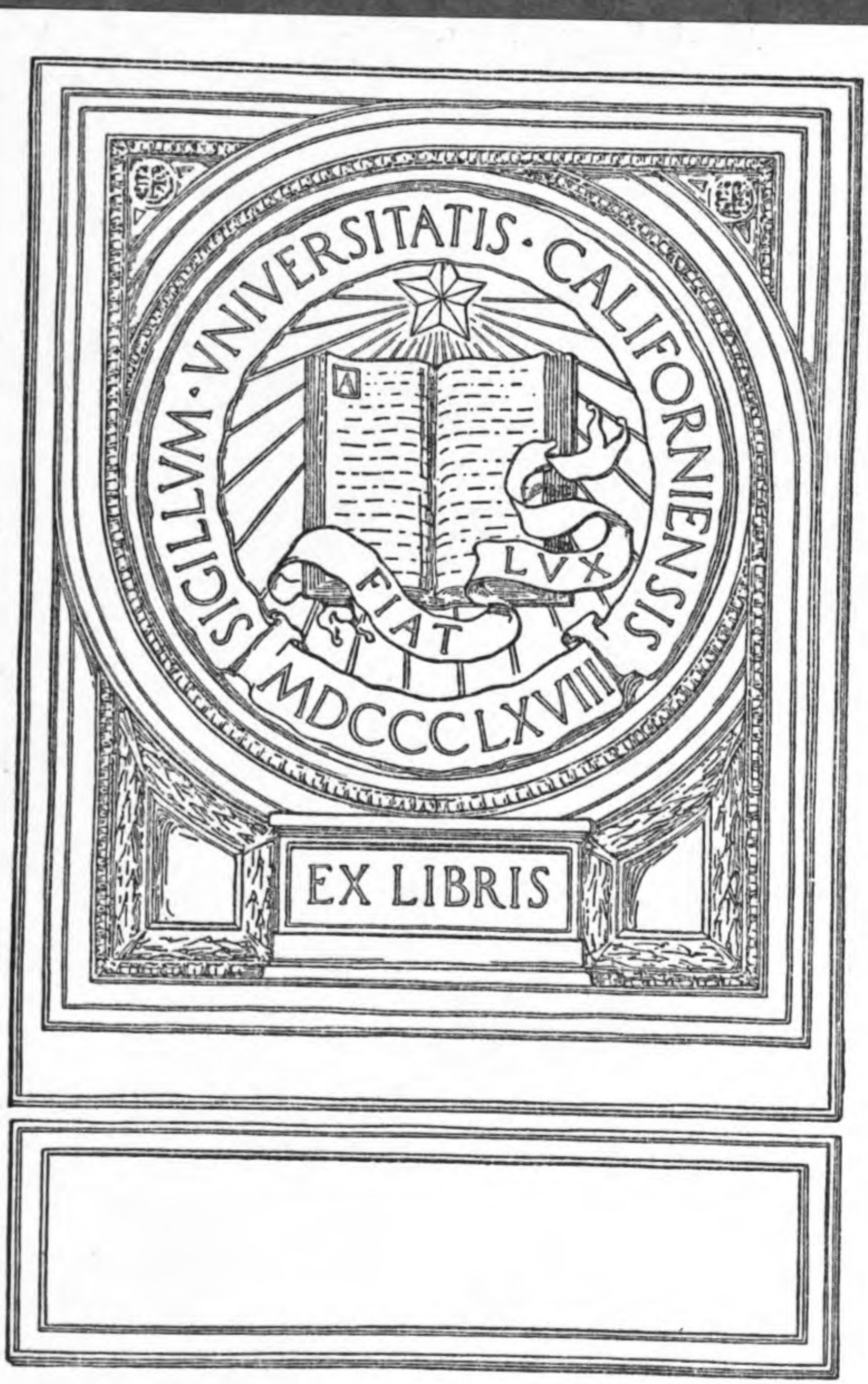

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TABLE OF CONTENTS

COVER DESIGN .....*I. Djeneeff*

Page

IT IS FOR THEM 1

RUSSIA'S PRESENT ENGINEERING PROBLEMS *N. S. Shataloff* 7

MY FIRST TERM AT COLUMBIA.....*B. B. Shishkin* 10

SENTIMENT OF DEMOCRACY.....*M. P. Chichkan* 13

SMATTER 17

WHO'S WHO 20

FUND REGISTER 1927-1928 .....*Back Cover*

BOARD OF DIRECTORS

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THE RUSSIAN STUDENT

Editor, LUCILE DE NEVERS JONES

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Non-Political *Non-Partisan* *Non-Sectarian*

Volume IV. September, 1927 Number 1

It Is For Them

ACROSS the table in a third class restaurant in Paris the daughter of an ex-general of the Russian Imperial Army calmly declared; "Education is not needed in America."

I stared at her as a slippery hors d'oeuvre fell into my mouth, but she, not noticing, went on: "It's only for the rich and not for those Russians who have lost everything." I was decidedly uncomfortable as my mind went back to the twelve hour examination I had undergone to obtain a degree from an Eastern University. I remembered too that I lacked almost a million dollars of being in the wealthy class.

Just as she said, "It's not for them," I swallowed the hors d'oeuvre and spoke a little strained: "Perhaps it is not your idea of education but at least everyone in the United States goes to *college*. Poor and rich alike. A college education means more in America today than it used to!"

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Let me match this story with another. A year ago in Kansas City a business man—a fifth or sixth generation American—told me that all Russians wore Rabbi beards. His description of Russians was distinctly in the American language instead of the words I have used.

It is true that before The Great War Russians knew little of America but Americans know *less than little* about Russia. The two countries have practically all the natural resources which are needed for their own existence. Both have great open spaces which provide for peaceful expansion. The people in both lands are a mixture of people. The Russian population is and always has been composed of hundreds of nationalities. The American, perhaps, not quite so many.

At this point similarities between the two countries end. The differences need not be mentioned here. They are well known. America still *is* the only country in the world where the people can make of their lives whatever they wish. Sometimes in foreign countries we Americans brag, in a manner disgusting to non-Americans, about the things that one can do in our own country and often at home we complain to each other that our country is going to the dogs. Do we forget that there is an if to almost everything? It *is* a fact that any man or woman in America—of native or foreign birth—is *given* the opportunity to be whatever he wants to be—*if he wants hard and long enough.*

Because there are hundreds of young Russians in these United States of America who feel that living conditions in their own country may some day approach

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those in America; because they wish to learn from America how to solve some of their own difficult problems, and finally because they long to bring about a better understanding between Americans and Russians—for these reasons, a new experiment in the field of international education was undertaken almost seven years ago. This has developed into the work now being performed by the Russian Student Fund, Inc.

After the Russian catastrophe approximately fifteen hundred youths came to America, in one way or another. In *years* they were boys and girls. In *experience* they were men and women. For that reason they disliked being called youngsters. They had gone through War, Civil War and aftermath of Revolution. All of them had lost their ancestral possessions. Most of them, lost friends and many did not know whether they had any relatives or not. Carrying this suffering in their hearts, they were on the verge of losing faith in humanity and were suspicious of the motives of human beings. These Russians could speak the leading languages of Europe but few knew the language one finds so desperately essential from New York to San Francisco, from Detroit to San Antonio and on all our crossroads.

Here, as they learned to speak English, they began to observe conditions and to think. They too might learn a definite field of activity. Their courage came back. They thought further. There undoubtedly would be a time when they could use this knowledge and experience to help Russia. They tried to put their thoughts into action and many succeeded admirably.

When such young men and young women cannot

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reach their goal because of financial handicap, they ask the Fund to help them.

The Fund investigates the applicant's spiritual, mental, moral and physical qualities. If he conforms to Fund standards, a study of his financial problem is made and a definite promise of aid for one year is given on these terms: 1. The student promises to repay, without interest, all funds advanced, in monthly payments representing a part of his earnings, after the discontinuance of his studies. 2. The student agrees to take part in Russian Reconstruction.

No student or graduate is ever asked to do the impossible. Nothing is taken as a matter of form. The Fund is expected to be, and really is, revolving in practice as well as in theory. An average of one thousand dollars a month has been received in repayments during the year which has just closed. It is significant that a group of graduates for the past two years has contributed the living expenses of two students and this year three students are to be taken care of by gifts of alumni.

It is interesting to note, in passing, that many graduates have repaid quicker than was expected and that twenty-four have repaid everything. The few who are not living up to the trust placed in them are negligible—that is in number. Not everyone in a group of two hundred and fifty men and women, who have been helped to find themselves by the Fund, is perfect.

Some of them have had a hard time. There have been what for the sake of brevity can be lumped together as extenuating circumstances. One or two

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have not shown signs of exerting themselves to do their bit. Unlike the fond parent when administering punishment to Naughty Willy, the Fund truthfully says: "This hurts you more than it does us."

It may have been an error in judgment to help those one or two, but in selecting students the Fund has profited by those few mistakes. Eventually these *mistakes* will realize that failure or neglect to return the money which they have borrowed is somehow unaccountably linked up with their hard times in America. They will get tired of running around in a vicious circle and they will jump out of it to fall in line with their comrades who have already paid more than thirty-five thousand dollars.

More than three hundred men and women have been helped and over three hundred thousand dollars have been involved so far. There may be several hundred more students but all told the number probably will not be more than one thousand. One thousand among millions is like a drop in the bucket, but think of the effect one genuine leader has on all the millions on the globe.

Scores of these men and women are really brilliant. Nine out of ten have ranked at least with the average of their classmates. They have studied in as many as sixty colleges and universities in the United States and have pursued at least thirty different callings. Thus, their aggregate knowledge of America, her people and her industries is not confined to one locality. Their contacts with our youth are wide and lasting. This

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intimacy—more than book learning—is the real value of these leaders to Russia, to America, to the World. Who knows how to measure such a thing?

This is kindness. It is more than philanthropy. It puts a man on his feet. He finds out he can walk and help the other fellow too. It is common sense statesmanship.

* * * * *

When we reached the demi-tasse that day in Paris, the Russian girl said, "It *is* for them."

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Russia's Present Engineering Problems

NICHOLAS S. SHATALOFF

THE REBIRTH of the economic life of Russia, shattered by War and Revolution, is closely connected with the large-scale engineering projects, which will supply the required conditions for the exploitation of the immense potential wealth of the country. The latest reports from Russia indicate that there are possibilities that these projects will take a concrete shape in the near future. Judging from the appropriations made in the Budget, several extensive projects have been started this summer and will require approximately five years for accomplishment.

Dnieper River Plant

The hydro-electric plant on the Dnieper River will give cheap power to the Donetz industrial region—the Pittsburgh district of Russia. The capacity of the plant is estimated to be about 500,000 kilowatts, or thirty-five percent greater than Muscle Shoals. At the same time, by deepening the rapids, where the power plant will be situated, and by constructing a canal around the dam, the vessels up to 2,000 tons could ascend the river a further distance of 800 miles. In such a way a rich area, above the rapids, covering many thousands of square miles will be opened to the world trade.

Colonel Hugh L. Cooper, the designer of Muscle Shoals, on his return last year from Russia, where he

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was called to pass his judgment upon the Dnieper project, summarized his opinion in these words: "The Dnieper River project would be unequaled by any other water-power enterprise in its effect on agriculture, navigation, and industry. Certainly it must add millions to the national wealth in a short time."

Volga-Don Canal

The construction of this canal is a life-long dream of Russia. By connecting the Great Russian River to the Black Sea, the whole Volga Valley, that granary of Russia, will be brought into close contact with the rest of the world. All Eastern Russia will be incorporated as a substantial part of Europe, and at the same time it will mean a literal transformation of the country.

Beside the agricultural products, the mineral resources of Eastern Russia can find their way to the European market. Those resources are extremely rich and can be exploited on a large scale in case transportation facilities are provided. It is sufficient to mention the newly discovered potash deposits in the Perm district, the approximate estimations of which revealed that they are equal in quality and quantity to the famous German deposits.

Development of Asiatic Russia

Siberia of the present day is a sparsely populated and slightly developed country, but its economic possibilities in future are unlimited. Dr. Nansen, who has a personal knowledge of Siberia, declares that the natural resources are equal to the resources of the United States of America.

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There is a wheat-growing belt and a cattle-raising belt in Siberia equal in area and future productiveness to that of the whole of the North American Continent. The development of all that wealth depends entirely upon the solution of the transportation problem. The country has now only one railroad this having been built primarily for strategical and political purposes. The need of new railroads in Siberia is more pressing now than ever. The proposed Semipalatinsk railroad is expected to be just a beginning of the approaching railroad-building activities. This railroad will link the Siberian grain, meat, and timber region with the Central Asian cotton fields, and will tap also the rich area along the frontier of Chinese Turkestan.

Conspicuous preliminary works in connection with the plan for industrialization of Siberia, have been started in Kuznetzk Basin. In this region there are two hundred and fifty billion tons of first-class coking coal lying adjacent to approximately thirty billion tons of iron ore. The deposits of other minerals are also abundant. These factors plus its geographic position in the vicinity of the great Asiatic market make this region an ideal place for the creation of a big industrial center.

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My First Term at Columbia

BORIS B. SHISHKIN

AN opportunity to study in an American University does not come to every struggling Russian in the United States. The news that the Russian Student Fund provides me with such an opportunity came to me a day before Christmas Eve last. I need not say that it was the happiest Christmas I ever had.

My first steps at Columbia were accompanied by some fears and doubts. In the beginning it seemed to me easy to get lost in the complicated system and difficult to find the right path in the huge institution. But soon I realized that for any one who sees his aim clearly it is as difficult to lose his way there as to get lost between two lamp posts in front of his own home.

Some of the difficulties with which I met in the beginning of my work soon disappeared, but some it was not so easy to overcome. Most of the trouble I had was with the reading assignments. Four of the subjects on my program required exceptionally heavy reading. Not before I learned to time my reading properly and to condense my notes to ten words for every hundred pages could I find time to organize my knowledge, new and old, into one complete whole. But the trouble was not so much in the amount of reading as in the library arrangement. Daily trips for a medical treatment prevented me from going to the college study immediately after the lectures and no books could be

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taken home before five p. m. But as I had no means to buy even part of the books necessary for the readings, there was no other solution and I had to be content with the library accommodation.

Much difficulty was also caused by insufficient preparation and lack of background in subjects related to American life and history. Absence of special preparation in American history and civics particularly handicapped my work in the course in American Government. Although scantiness of my scientific vocabulary in English made itself felt at times, I experienced no serious trouble because of it.

The real trouble came in the time of the examinations. It must be said that quick wits are as much needed for a good grade as a thorough knowledge of the subject, for all quizzes and exams have to be written in record time. It was only natural that in the beginning to fill an examination paper with sentences coherent and not meaningless it took me almost twice the time of my American neighbors. As a result my papers were written in a telegraphic style as compared to the more ornate treatment of my classmates. There is but one remedy for this and that is—practice.

There is not much to say about my extra-curricular activities for, unfortunately, carrying a full schedule does not afford much time for any non-academic work.

The fact that I did not begin the college year with the rest of my class, but entered in the middle of the year, made me feel a little lonely for the first few weeks. All friendships were already made in the fall and there seemed to be little interest in the incoming February

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Freshman. But by the end of the term, when I told one of my friends that I was a *February Frosh,* he inquired whether I had any more jokes forthcoming and wanted to bet his new class-pipe that I was fooling him. Now, when Freshman cap, pipe and severe rules are things of the past, I may say that never would I have come closer to the very core of American life than I did as a Freshman among Freshmen on the campus.

The value derived from the first four months of college work cannot be appraised in terms of scientific knowledge alone. There is something even more significant. It is the spirit of American college—a spirit energetic and fervent but constructive, a mixture of sober realism and limitless idealism—that inspires one with enthusiasm and makes one feel sure that his efforts will not be in vain.

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Sentiment of Democracy

MICHAEL P. CHICHKAN

I HAVE been requested many times by friends of mine here and in Europe to tell them in the most sincere manner what I have learned, what I have seen and what I think in regard to this New World. I have thought I could never express myself precisely as to how I feel in respect to the New World. Each time I begin I am positive that I see life as it is in America to be quite different from what I have seen in Europe. It is not perhaps the political or business enterprises, nor even liberty and prosperity that made this world New, but, as I see it, the real issue for this life is the sentiment of Democracy. In just this, I feel sure, that America is a New World to us.

Sentiment of Democracy! The greatest victory that has ever been won, and the greatest triumph that has ever been scored in the history of a human race!

But the question may arise—what would all this mean to a man living abroad? Would this man be able to perceive the charm of America in a true sense even if he has been previously told that here is a country of pure democracy? A man, who has not seen America, has not been in contact with a true American, is not able to comprehend in a true sense the wonder, the sentiment of Democracy.

When I repeat the words of someone that an American democrat is volatile and impressionable like a

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child, I feel just exactly what these words mean to me, but it is hardly so with a man living abroad. When I say that Americans are emotional, strong and healthy people with an expression of a purpose about them, I see the difference between the New and the Old Worlds.

Europe, as compared with America is just like a man whose strength and vitality are exhausted, who gives an idea of a life which is full of suffering. But when I look at this Young American race whose prosperity rests upon the activity of an individual healthy man, who cares for honor and greatness of his country, I say that this man is brave, wise and honest, that he is the only man of the whole world that lives for the sake of democracy. Still there is a very small number of people living abroad that know in a true sense the wonder, the sentiment of Democracy.

About eight years ago I happened to live in The Hague, Holland with an English captain. He told me that the English race comprises about half of the whole world just because English people are democratic. When I asked him if he also included America, he said, "Yes, because a true American is no more nor less than an Englishman." I thought something must be wrong because from my boyhood I have heard from my father such expressions as: "He acts like an American democrat", but I never heard from him about the English democrat.

Above all, it seems to me, Americans neither lose nor gain from all conceptions that may be formed abroad about them. I have learned that for the sake of humanity, of peace and justice, Americans will stand

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to the very end of the battle. This is what makes an American different from a man of any other country, and in this respect there is no man in the whole world that is equal to him.

When I compare the ideals, the thoughts and the manners of my best friends in Europe with the ideals, thoughts and manners of my best friends in America, I have always a vivid picture of the future prospects of these two continents. My European friends, whether they are Germans, Dutch or Russians, are serious reformers of their countries. As such they are convinced that there may be a better life without much change. They have the ambition to distinguish themselves, to create something but to live in the past. This gives an idea of just how the Old World decays under the pressure of European pessimism.

It has been said by one of the greatest Russian writers, "Blessed and happy only is that man who in his days of youth was youthful and who in a due time became matured." Although the direct translation of words does not give the precise meaning of the whole expression, it gives an idea as to the value and charm of life which must be based on self-preservation. Here again Americans, in the history of all generations are the only nation of the whole universe that reached the point of self-perfection.

Perhaps the most interesting side of life in America is that among the young people. During four years of my college life I find the boys and girls of the most perfect breeding with natural intelligence and goodness. They are well equipped to understand all the advantages

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and disadvantages of life. They create a spontaneous joy, with a desire to appear finer and better, looking for a truth so that someday they may become wise and useful beings. The American youth looks forward with a desire to be in progress all the time, in order that his home, his town, his state, his country will enjoy prosperity.

A friend of mine from Kentucky told me that Kentucky is growing all the time, that Kentucky has a surplus of farm products every year, that Kentucky is going to be the largest state in the United States. He invited me to spend the Summer with him just to see that Kentucky is a wonderful place, that there, even football players "hit the line harder."

Such is the youth, the wonder, the sentiment of Democracy!

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SMATTER

Several students and graduates have asked us: 'Where is *The Russian Student?*" Our answer to that, (if we may paraphrase General Pershing) is: "Friends, it is here. Please tell us how you like it."

It is intended that this, shall we call it *Magazine,* be a medium for the expression of Russian opinions. And good Lord, there are plenty. Perhaps I should say, a vehicle for explaining your heritage to America and interpreting American life to those of you who sometimes find some trouble in understanding it.

Manuscripts are welcome from all Russians, (whether they belong to the Fund family or not), on any subject or problem pertaining to the preparation of Russian youths in the United States for future Russian reconstruction. It may be too, that your American friends would be glad to tell you and your colleagues some of their ideas. We ask you to bear in mind that the Fund is non-political, non-partisan and non-sectarian.

It is more than likely that *you* as an individual may not agree with every article which is printed, but you also have a right, and the opportunity is given to you, to express your own opinion. You came from different parts of Russia, from different kinds of families, from all walks of life, and you have studied in different sec-

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tions of America. Some of you have been influenced by New England thought, others show Middle West tendencies, and a vast number are studying in that strip of the country which used to be known as the wild and wooly West.

Logically, you have different opinions. What monotony it would be, and how full the waste basket, if all the manuscripts submitted expressed the same thoughts.

If you prefer not to see your name in print we, of course, will preserve your anonymity, but according to all the rules of journalism the editor must know who wrote the article.

It follows that any unsigned article will be disregarded by everyone but the editor's pal, the gaping waste basket. A few of you told us three months ago that it was "cowardly" for a Russian to write his views and not be willing to sign his name. We could not, if we dared, go as far as to say that. We do hope that you will express your ideas, however extreme they may be, in as dignified a manner as possible and that you observe the courtesies of ladies and gentlemen in refuting another's arguments. It may be due to the English language, at least I hope so, but once a moon—no oftener than that—a Russian grows insolent when someone disagrees with him. If there *must* be duels of words, let them be on a high plane.

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Oh, yes, and illustrations. All you artists come forth and shine! We would like to have a different cover for each issue. These drawings need not symbolize the work of the Fund, as the present cover does, but may be anything that is artistic. The architects probably have a lot of forgotten sketches in black and white which we would like to look at. Won't you bring them or send them to the office? Engineers, agriculturists, bankers, doctors, and business men, so we are always unexpectedly learning, know how to use the paint box in a fascinating way. We would be charmed to see some of the products of your leisure time. If you don't aspire to the exterior, there is plenty of space inside—a design for each department, by way of example. We leave the details to you. In art you are supreme.

We are beginning on a small scale. By working together, great things may come of it. What do you say?

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Who's Who

Ivan Djeneeff, whose drawing is reproduced on the cover of this issue, is a well known Russian artist. In Russia he restored part of the mural decorations and ikons in the Ipatieff Monastery and in America his paintings have been shown in the Toledo Museum of Fine Arts and other art galleries. Mr. Djeneeff recently painted the mural decorations and the Ikonostasis for the new Russian Orthodox Cathedral at 105 East Houston Street, New York City.

The design from which this cover was taken is a part of the Honorary Certificate which is being given to graduates as they fulfill their financial obligations to the Fund.

Nicholas S. Shataloff is a junior in the Civil Engineering Department at Carnegie Institute of Technology.

When *Boris B. Shishkin* sent us the story of his first term at Columbia, he modestly stated that "his" English language was "extremely inadequate". We found "our" language so inadequate that we could not find any faults in "his".

Michael P. Chichkan is a medical student at Loyola University.

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Register of Students, 1927-1928

American International College	1
Armour Institute of Technology	1
California Institute of Technology	1
Carnegie Institute of Technology	3
Colorado School of Mines	3
Columbia University	6
Connecticut Agricultural College	1
Cornell University	3
Dartmouth College	2
Harvard University	2
Johns Hopkins University	1
Kansas State Agricultural College	1
Loyola University	1
Massachusetts Institute of Technology	4
Missouri School of Mines	2
New York University	1
Northwestern University	1
Oregon Agricultural College	1
Pennsylvania State College	1
Pratt Institute	4
Simmons College	2
South Dakota State School of Mines	1
Stanford University	2
Stevens Institute of Technology	1
Syracuse University	4
University of California	17
University of Chicago	2
University of Cincinnati	4
University of Denver	1
University of Idaho	2
University of Illinois	1
University of Kansas	2
University of Michigan	3
University of North Carolina	1
University of Oregon	3
University of Pennsylvania	3
University of Pittsburgh	3
University of Utah	1
University of Washington	14
University of Wisconsin	1
Western Reserve University	1
Yale University	1

BY SPECIALTIES

Agriculture	5
Architecture	3
Bacteriology	1
Banking, Business and Foreign Trade	15
Chemistry	4
Dentistry	1
Education	1
Forestry	2
Laboratory Technique	2
Law	1
Meat Packing	1
Medicine	5
Nursing	1
Physics	1
Engineering	67
Chemical	6
Civil	14
Commercial	1
Electrical	12
Hydraulic	2
Industrial	2
Logging	2
Mechanical	11
Mining, Metallurgy, Geology	12
Petroleum	2
Railway	1
Refrigeration	1
Structural	1

Total—110

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TABLE OF CONTENTS

Cover Design		*Page*
Look at Russia's Mining Possibilities		1
Russian and American Background	*Alexis R. Wiren*	6
The Junior Year	*Simcon Troitzky*	9
Our Younger Brother	*Dimitry V. Varley*	11
The Name Pushkin		13
Selections from Autumn	*A. S. Pushkin*	15
Smatter		16
Who's Who		18
Advertisements		20
Fund Register 1927-28	*Back Cover*	

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Volume IV. October, 1927 Number 2

Look At Russia's Mining Possibilities

WHEN all known supplies run out where will the world get its manufacturing materials? The map of Russia may be the answer. (For map see page three.)

Dark here and there south of Moscow with coal deposits. Between the two seas—dripping with petroleum. Manganese, phosphate and iron ore dotted everywhere. The Urals blacker than the ace of spades with precious metals that thrill the hearts of queens. Beyond the Urals, gold, more gold, Yenisei gold, Baikal gold, Lena gold. All gold to the Pacific interspersed with rich veins of radium, coal, graphite, zinc, copper, tungsten and a lot of other things not used in the manufacture of phonograph needles.

Just think of it! The map of Russia represents almost forty per cent of the world's oil source, six per cent of world's known coal deposits, five per cent of world's iron ore, twelve per cent of world's iron; in

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Siberia, the Ural and Trans-Caucasian Mountains copper ore, the world's greatest source of platinum and more than fifty per cent of world's known manganese ore.

Do we dare mention oil? Russia's petroleum reserves are twice as large as South America's and three times larger than those of North America and Mexico. Yet those in the United States have been exploited fifteen and one-half times, according to recent Soviet calculations, more intensively than Russia's.

According to the latest edition of the New International Year Book Russia's oil reserves—easily the greatest in the world—are conservatively estimated at 2,000,000,000 metric tons. Such figures make one's eyes flutter. But in production this country falls behind the United States and Mexico into third place, producing less than six per cent of the world's total petroleum output. At the same time the United States pulls out of its wells 71 per cent of the total output of the world.

This burning and ever recurring question of coal! With vast coal deposits Russia in 1913 produced only 2.4 per cent of the world's output of coal while the United States supplied 43.2 per cent and Russia imported from four million to five million tons of coal each year. The bulk of coal deposits are in Kuznetz Basin in Siberia far from industrial centers.

The best developed coal basin in Donetz in 1913 furnished eighty-five per cent of Russia's coal but a year ago, is said to have yielded only seventy-eight per cent of pre-war output and eighty per cent entire Russian output. The Donetz Basin still appears to be

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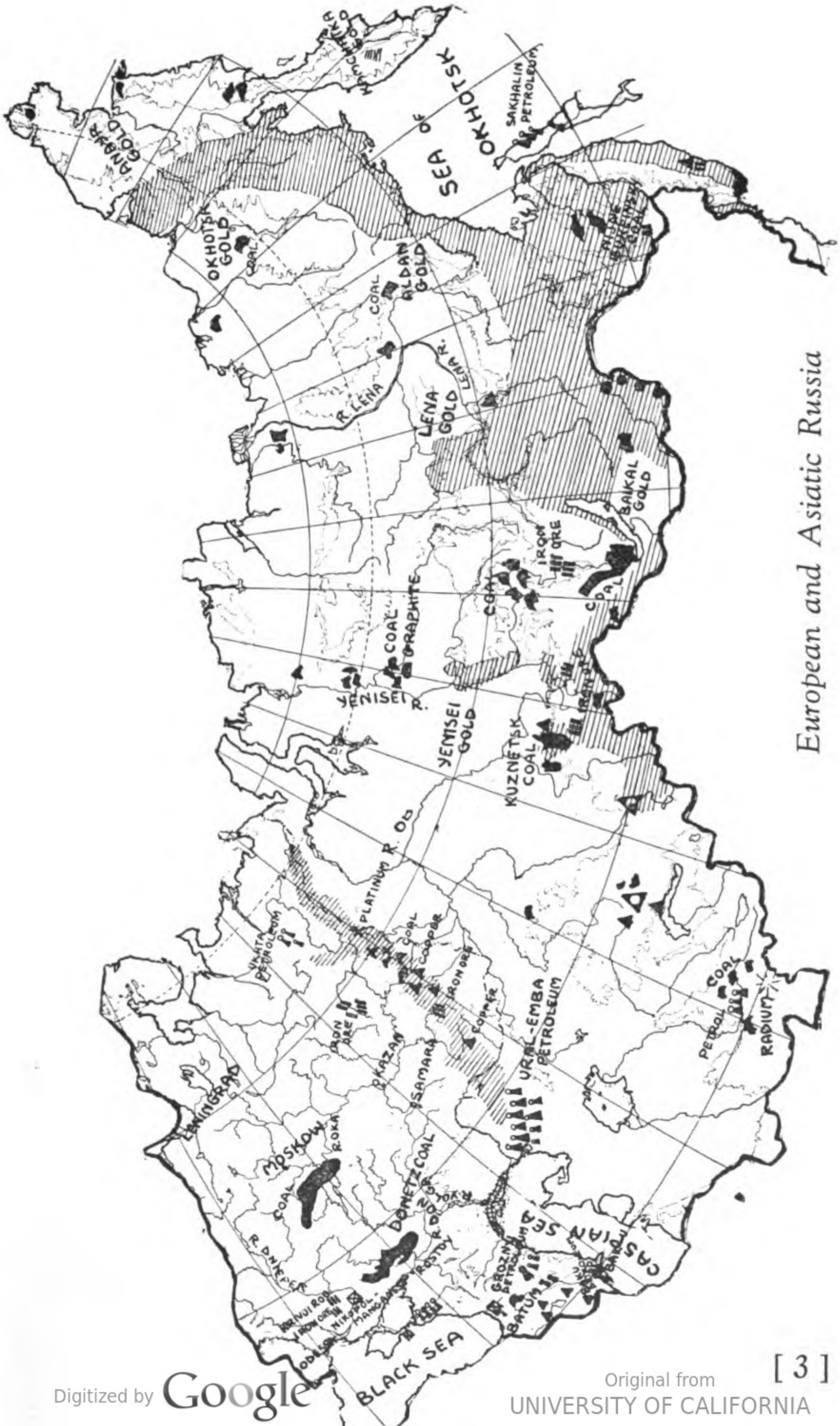

European and Asiatic Russia

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the chief source of fuel supply for industries and for coke of metallurgical plants.

The total ascertained coal deposits in the Soviet Union have been estimated at 428,000 million metric tons but the Russian share of world's coal production is too insignificant to mention.

In 1913 Russia held sixth place among iron producing countries. In 1926 the production of iron ore was 55 per cent of 1913 output. The richest iron deposits are in the Urals with important iron and steel works in southeastern provinces—hard hit by civil war and revolution.

One could cite facts about what has been done and not been done in Russian mining industry until the crack of doom. The important thing is what *is* to be done.

According to a recent bulletin issued by the American-Russian Chamber of Commerce plans are being made in Azerbaidjan for drilling 825,000 feet of new wells and drilling costs have been reduced to almost one-half the pre-war cost per meter. Refineries are being enlarged, and the plants for making lubricating oils will be increased. The Grozny Trust has completed the building for housing the new refining batteries which will be installed before the end of the year. A part of the Grozny-Tuapse pipe line has been laid. It is rather interesting that work on this line was delayed because the Southern Steel Trust did not furnish the pipe when promised. It was this company that announced a year ago that its production was seriously hampered by lack of machinery and skilled workmen.

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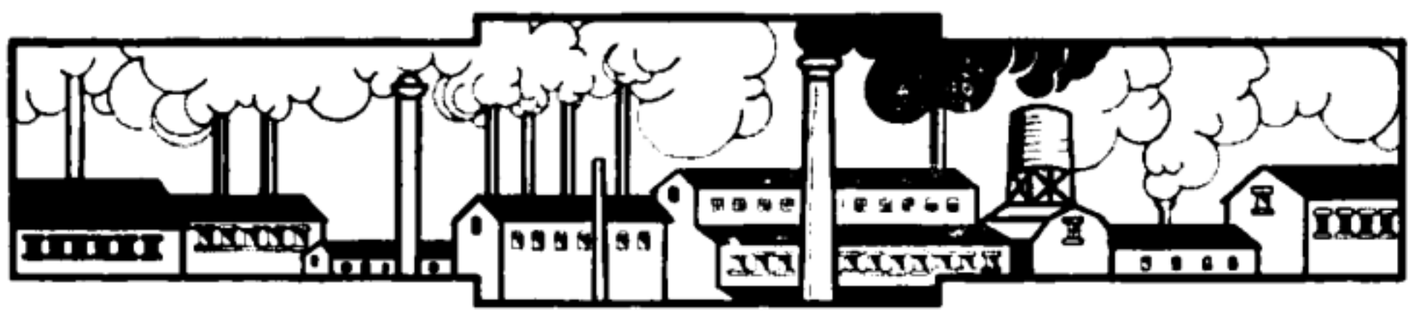
Pipes had to be ordered from abroad. In some cases even bolts had to be bought outside.

Regarding coal it is reported that the Don Coal Trust will expend $60,000,000 during the coming year, will open sixteen new shafts, deepen fifteen old ones, enlarge all the electric plants, erect two new ones and purchase much modern machinery. The Don Basin produced eighty-five per cent of all the coal mined in Russia during July, 1927.

Correspondents in Moscow are unanimous in stating that Russia has an unlimited quantity of coal available for mining and then they add, "It is certain, however, that even in the present unfavorable economical conditions Russia, had she plant and labor, could mine sufficient coal to supply all her own population and if the question of transportation costs were solved, also to export largely."



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Russian And American Background

ALEXIS R. WIREN

THE RUSSIAN EMPIRE, twice the size of the whole of Europe and larger than the United States, Canada and India combined, was and is a country of peasants. This should be at all times kept in mind.

The striking differences in the histories of American and Russian development were largely due to two fundamental reasons.

America had the chance of progressing in peace ever since its independence, interrupted only once by the Civil War. There were minor troubles which, however, could not have had a serious effect. Russia, on the other hand had the misfortune of almost continuous wars; first, with the nomadic tribes, later with many countries, sometimes for the defense of a weaker Slavic nation, sometimes offensive, sometimes defensive, but which resulted in great material and spiritual losses. These wars inevitably called for all available resources and are to some extent an explanation of the character of the government which Russia had as well as the public and individual activities.

The usual requirement for gradual and more or less rapid development is continuity of conditions. This may be just a mental attitude but lack of assurance of such continuity may be considered as one of the very important explanations for the trend of Russian history during a long period. The slowness of action in eco-

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nomic development which was a result of this uncertainty probably was almost never connected in the minds of the people with the underlying cause.

Historical reasons combined to a certain degree with the natural inclinations of people led many of the strongest Americans into all fields of pioneering with a great number of them going into business. Russians of high intellect who desired as much freedom as possible for the expression of their individualism often found the easiest way of going into some form of art or pure science. This may be the explanation of phenomenal achievements of Russian Art and Science.

There may be a multitude of contributing factors which molded the past. It is a singular coincidence that the year of 1861 was the beginning of a new era both for America and Russia. In America it was the beginning of the war for the abolition of slavery. In Russia it was a time of voluntary liberation of serfs and while it has taken place peacefully, the magnitude of what has happened was greater than the abolition of slavery in America. At that time Russia had 127,000 land owners and it liberated 27,000,000 serfs—or more than 200 for each land owner. The vastness of this task and the depressed economic situation of Russia at that time made readjustment to the new conditions very difficult. In 1877 peasants owned less than one tenth of privately owned land but in 1906 they possessed already more than six tenths of it.

It is really from that period on that the growth of both America and Russia is most interesting.

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Up to 1870 more than one-half of the population of the United States was engaged in agriculture. At that date industry, commerce and transport called for one-third of the total. By 1920 those engaged in agriculture represented only a little over one-fourth of the total while industry, commerce and transport accounted for more than half of the whole. This trend of the decreasing of the proportion engaged in agriculture and increase in those occupied by industry, commerce and transport is likely to be followed in the future development of Russia. It is interesting to note that seventy-five per cent of the population of Russia were engaged in agriculture and fifteen per cent participated in industry, commerce and transportation. The "By Vistula" provinces showed a situation more similar to America. Only 56.6 per cent were engaged in agriculture and industry called for 15.4 per cent.

One hears so often of America as the melting pot of all nations. One also hears curious stories about the type and kind of Russians there were in Russia. In this connection note that before the war Russia had 92.2 million Slavs.

The Turko-Tartar population of Russia amounted to almost seventeen million people; Russia had 5.8 million Finns. The number of Hebrews, whom many Americans consider as the major part of Russian population, was only 5.1 millions.

Russia and America both had and are likely to have many problems of similar nature, although actual solution of them may have to be different.

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The Junior Year

SIMEON TROITZKY

IT IS the Junior year that brings you into the details of Electrical Engineering and the most important work is accomplished. One realizes, after completing it, the exact nature of work that Electrical Engineering field may offer.

Looking back on years that passed in college, I like to point out the pronounced change in attitude toward studies that characterizes the students of upper classes.

While the grades and matter of honor list prevailed in minds of students during first two years—the personal deep interest in the subject is the motive power of the Junior men.

Perhaps it is the time that makes the change but I believe that praise must be given to the University in this respect, as the form in which the work is required to be done calls for a complete understanding and extensive outside study.

Laboratory reports are the soul of it all. Each report, if properly done, represents the complete study of certain phenomena. The theory is illustrated by experimental data and discussion of facts clears in the mind of the student the basic ideas that are involved.

From the standpoint of future use these reports I believe are very valuable, though some of the graduated students disagree with this opinion.

There also is decided change in the relations between the students and professors. Better understanding on

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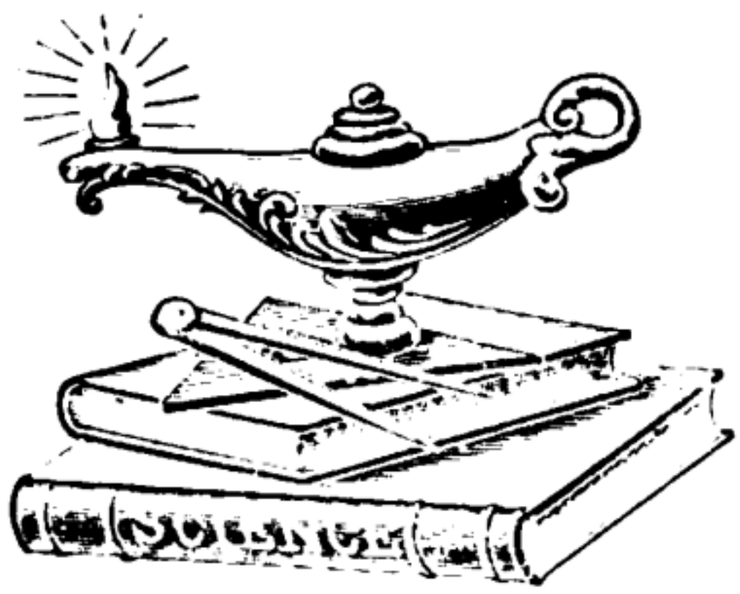
the mutual platform of obtaining knowledge and common interest in the future work when out of college are the factors. These furnish the background for the growing friendship among the students of the class and pave the road for friendship between individuals.

With only one more year in college the question of future work presses one's mind more than ever before. In less than a year we will be out in the wide world with four years of college preparation back of us but with very little practical knowledge.

If it would not be for the financial part, the best thing for a student to do during the summer is to work along his line of specialty. Unfortunately one is required to take almost anything as soon as the school closes, as he cannot afford to look after something that would give him some practical training, but does not pay as well.

The fact that the students are doing widely different work during their vacation is only to their benefit, as they obtain practical experience that may be valuable later on in life, even if it is not along their line.



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Our Younger Brother

DIMITRY V. VARLEY

RUSSIAN STUDENTS and graduates often forget their hard experience and after reaching certain prosperity they try to compensate themselves for former lack of comfort and hard living by spending everything on themselves. In this endeavor they forget those who, just as they did only a few years ago, struggle for their existence and education, that is, Russian children and Russian youth. Such selfish attitude of ours toward them is condemnable and inexcusable.

Often we can see children who forget their native language, who get away from Russian culture. We can see young men and girls Americanize themselves, but who are inclined to absorb only the negative traits of American people, who have no idea what real American life is. There are many young people who need only a little persuasion to go to schools and colleges and we find them in factories and shops with nothing but common labor before them.

Now, what are we doing—students and graduates—so-called future leaders of Russia and of Russians here? Are we resting from our work in universities and benevolently listening to praises and expressions of trust vested upon us? How often we hear—you are the future of Russia, its only hope. You—new generation.

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Of course it is pleasing, but we must realize, that it is an enormous and responsible task, one of the first duties of which is to help those who are younger and need us most.

To those of us who have strong national feeling this duty must be evident. We must help them to stay loyal, good Russians. Those who have no such feeling must consider that this country as well as individual Americans gave us work, education, et cetera. They did it in the name of friendship, but is there not something more than ties of friendship between us and Russian youth?

Most of us are in a position to help. Some of us can financially help them, and those of us who have not yet overcome material hardships can help spiritually. How great this help can be! Let us get closer to them, tell them our experiences, tell them what the universities gave us, insist, push, persuade them. How enormous the results will be!

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The Name Pushkin

"WHEN you pronounce the name of Pushkin", said Gogol—that great Russian humorist who described life through visible laughter and invisible tears, hidden from the world—"you invariably think of a Russian national poet. He possesses all the richness, the power, and the flexibility of our language. He, more than anybody, widened the boundaries of the language and showed its entire scope. Pushkin is an extraordinary phenomenon, perhaps the most unique phenomenon in the history of Russian spirit: he is the Russian man in the process of development, as he will be, say two hundred years from now. Russian nature, Russian soul, Russian character, Russian language have been reflected through him with such purity, in such purified beauty, as a landscape is reflected on the convexed surface of an optic glass."

It does not seem to be an exaggeration to say that almost every poem of Pushkin's has been studied in the Russian schools, and that every educated Russian knows many of them by heart. There are some educated Americans who have read Pushkin, but I daresay, four out of five collegiate Americans would tell you that they never heard the name before and would dismiss it with the question: "Is it a new kind of tooth paste?"

When Pushkin wrote a fairy tale, *Ruslan and Ludmila,* in 1820, he struck the heart of Russia—"There Russia breathes . . . . of Rus' 'tis smelling!"—All Russia was fascinated with the young man's method of handling his subject.

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While his fairy tale was taking his country by storm, Pushkin got himself into trouble by writing some terroristic lines in the *Ode to Liberty* and Alexander I banished him for "inundating Russia with abominable verses". His popularity increased. He was proclaimed the pride of Russian literature and the public read with eagerness *The Prisoner of the Caucasus.* He fell under the spell of Byron and learned English but he continued to picture Russian scenes.

It was also during his exile that Pushkin wrote the first Russian novel (*Eugeny Onegin*) (1825-1832), a reflection of the spiritual life of Russian educated groups. Later he became overwhelmed by Skakespeare, considering Byron a nonentity, and he wrote that historic drama, *Boris Godunov* (1830).

When the history teacher tells the American high school student that Peter the Great disclosed Russia as a market for exploitation and commerce, probably neither knows that the textbook is referring to *The Bronze Horseman.*

"Nature herself wills that our window
Should here be cut through Europe's wall;
Firm on the Baltic shores, we shall
See foreign ships each other follow"

Much of the spirit of Pushkin and incidentally that of Russia as well is no doubt lost in translation. The English version can hardly be expected to give anything but a vague semblance of the original but even in English the poems of Alexandre Sergeyevich Pushkin have rare beauty and as Gogol intimated are pearls of creation.

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Selections From AUTUMN

A. S. PUSHKIN (1799-1837)

October has stepped in. The copse is slowly shaking
The last of foliage down from branches crisp and bare.
The autumn blast breathes cold; the road is dry and freezing,
The brook is gurgling yet behind the mill as e'er,
But ice has gripped the pond. My neighbor now is hastening
His hunter's team afield, to haunts of fox and hare;
The corn's first growth is crushed by sport's blind depredation;
Dog's barking fills the dozing woods with life's pulsation.

* * * * *

Fine doleful autumn mood! A subtle fascination
Caressive to my sight! A beautiful goodbye . . . .
I love the gorgeous fall of Nature's radiation,
The scarlet and the gold clothing the forests high,
Wind wafting through the groves with wakeful susurration,
And heavy waves of mist that spread and hide the sky;
The sun-rays faint and few, first frosts that nibble slightly,
And of the winter grey cold hints that menace nightly.

With autumn's blast I find my strength again revive.
The Russian cold suits well my Russian constitution.
The love of olden ways returns, keenly alive;
The hunger and the sleep revolve in consecution.
My heart is quite at ease, gladness and joy arrive,
And I feel young again—burning with resolution,
Desires and life itself. Thus is my body prone.
(Deign kindly to excuse my most prosaic tone!)

(From the translation by Mme. N. Jarintzov.)

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SMATTER

The record for repayments last year was so good that we made a resolution not to indulge in a public reprimand, but the month of September knocked all the good resolutions to smitherines. Only $948.50.

It is true that amount is only about fifty dollars less than our usual average but there were one hundred and twenty-four students previously assisted who did not send a red cent. One dollar from each of those would have saved our disposition and your reputation. Only eighty-five of our former students kept their word last month. And this, while we were thinking so many nice things about you. Please, oh please remit.

It wasn't very long ago that one of those six footer Russians in New York told us, that America was rather monotonous, that every place was just like every other place. The people live the same everywhere. That is true, but we Americans don't always think it is and we see differences where you do not. A native of Iowa may be very much amused to see the women in West Philadelphia down on their hands and knees scrubbing their front door steps—out there they don't have marble steps and if they did they would use a mop or a hose. A western girl on her first trip to New York notices that Fifth Avenue has many "lofts" to let. She asks what it means.

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Things *are* standardized in America. You can buy chewing gum and safety razors in Deadwood and Pittsburgh, but so are they obtainable in Vienna and Briançon. Chicago is something like New York, but Philadelphia, Baltimore, Richmond, San Francisco, what a difference! Take a spats-and-cane-Bostonian to a ranch west of Denver, watch his attitude on silver dollars and notice whether he's at home in chaps. Set him on the tamest cow pony in the corral and observe his technique—the tenderfoot's, I mean.

Bring the rancher who laughed the loudest to 42nd Street and make him cross Fifth Avenue at noon when the lights are green. Watch the reactions of Americans from Atlanta and Buffalo to Mary Lewis' rendition of *Dixie* and see if you know anything about their psychology. Did you know that a Providence soda fountain clerk can't always understand a Topeka girl when all she wants is a glass of water? He never tasted a black-walnut sundae. Have you?

Americans supposedly speak the same language; you say they eat the same food; they wear, as a rule, the same kind of clothes. But if you know American history, you know the differences are deeper.

Don't flatter yourself that because you know New York and your college town that you know America. Go to Rocky Comfort, Missouri, or any place off the beaten path, and see for yourself.

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Who's Who

One day an architectural graduate dropped a leaf from his sketch book. We picked it up and promptly put it on the cover, because we liked the way he designed the Gothic west front of that fine old cathedral in Metz. We are reminded of Hilaire Belloc's declaration that the figure of the "Prophet Daniel is the deliberately executed portrait of the Emperor William II, absolutely stupefying in the robes and hood of a major prophet and in the convention of the Middle Ages." If that is true, it only adds to our interest in this picture for there is Foch with other French officers evidently oblivious of William and all this executed by a Russian artist who got part of his training in America.

Alexis R. Wiren, Founder and Executive Director of the Russian Student Fund, Inc., needs no introduction to our readers.

His comparison of certain phases of American history with similar periods in Russian history is but a wee slice of the study which he made last year at Harvard University. The result of this study will soon be available to Russians and Americans interested in this subject.

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At the end of each term students assisted by the Fund are expected to write a report of the benefits obtained. The article by Simeon Troitzky, who is now a senior at the University of Washington, is a sample of one of these statements.

Dimitry V. Varley, a senior at Columbia University School of Business, seems to be practicing what he preaches even before he graduates. He is the President of the National Russian Students' Christian Association in the United States.

A few lines from all of the poems of Pushkin available in English are hardly sufficient to show the spirit of the poet and the Russian channels which he used for expressing it. A few stanzas of *Autumn* were selected because of their beauty and appropriateness.

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Register of Students, 1927-1928

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Armour Institute of Technology	1
California Institute of Technology	1
Carnegie Institute of Technology	3
Colorado School of Mines	3
Columbia University	8
Connecticut Agricultural College	1
Cornell University	3
Dartmouth College	2
Harvard University	2
Johns Hopkins University	1
Kansas State Agricultural College	1
Loyola University	1
Massachusetts Institute of Technology	4
Missouri School of Mines	2
New York University	1
Northwestern University	1
Oregon Agricultural College	1
Pennsylvania State College	1
Pratt Institute	4
Rutgers College	1
Simmons College	1
South Dakota State School of Mines	1
Stanford University	2
Stevens Institute of Tech	1
Syracuse University	4
University of California	18
University of Chicago	2
University of Cincinnati	4
University of Denver	1
University of Idaho	2
University of Illinois	1
University of Kansas	2
University of Michigan	5
University of North Carolina	1
University of Oregon	3
University of Pennsylvania	3
University of Pittsburgh	3
University of Utah	1
University of Washington	13
University of Wisconsin	1
Western Reserve University	1
Yale University	1

BY SPECIALTIES

Agriculture	5
Architecture	3
Bacteriology	1
Banking, Business and Foreign Trade	15
Chemistry	4
Dentistry	1
Education	3
Forestry	2
Laboratory Technique	2
Law	1
Meat Packing	1
Medicine	5
Nursing	1
Physics	1
Engineering	69
Aeronautical	1
Chemical	6
Civil	15
Commercial	1
Electrical	12
Hydraulic	2
Industrial	2
Logging	2
Mechanical	11
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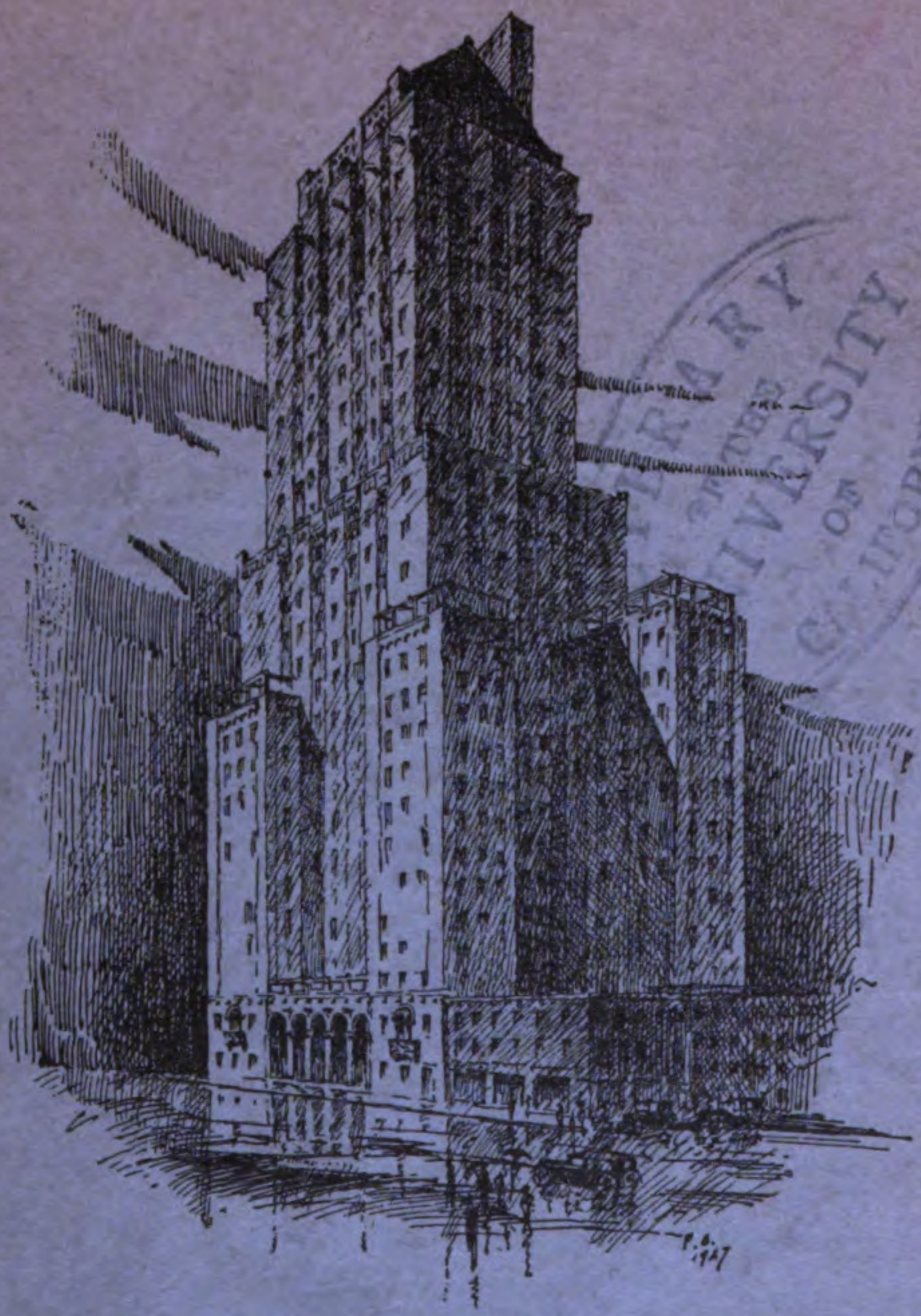

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TABLE OF CONTENTS

		Page
Shelton Hotel	*Peter Obninsky*	*Cover*
Thanksgiving		1
On Religion	*Ali Mamleeff*	2
American Architecture	*Peter Obninsky*	7
Found In The Attic		10
Some Facts About North Manchuria	*Alexander Alexeeff*	12
Russian Students	*By an American Who Teaches Them*	14
Smatter		18
Who's Who		21
Advertisements		23

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Thanksgiving

THREE centuries and six years ago the Pilgrim Fathers were in danger of starvaton. The harvest was scanty, but after it was gathered in, Governor Bradford is said to have "sent four men out on fowling, so that we might, after a more special manner, rejoice together after we had gathered the fruit of our labor."

From that time until the Civil War a day of thanksgiving was periodically recommended by Congress, but it was President Lincoln who established the custom of naming the last Thursday of November as Thanksgiving Day.

So on a certain morning in October, Americans and others so minded, may read in their daily papers that the President has issued a Thanksgiving Proclamation. In due course of time the governor does the same thing. Nothing is said about turkey, cranberry sauce, pumpkin pie, chrysanthemums, or the football game and all the relatives, yet no Thanksgiving Day is complete without them. Those functions form the "more special manner" of present day rejoicing in our prosperity.

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On Religion

ALI MAMLEEFF

(*See Who's Who, Page* 21)

THE question of religion is an important question. It must be dealt with very carefully. My father told me once: "If you want to know any people you ought to know their religion." And I have tried to go to the sacred places of different religions, to the places where people worshipped their gods, or God.

Of all religions I like best, possibly, the Christian religion, but I don't say it is the best religion a human being may have. For me, a religion cannot be fixed for all times and all nations. A religion, as I understand it, is the means (although there are some other means) of knowing the Truth, the God. And in no way all the Truth is known to humanity at the present time. We cannot even say that there are some limits or borders at which mankind may stop and say: "Now we know everything about God." Thus religion, essentially, must go forward all the time; it must lead the people to God.

The other important thing in religion is that it cannot be aloof; it must always be with people. A religion cannot exist for the sake of the idea. It is not an abstract idea. It is a living organism of a human being,

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his spirit. You cannot put into a human being a spirit in discord with him, without injuring him and his nature.

Any dogmatic religion is very conservative in readjustment to changed conditions, and yet no religion can stop forever.

I have read recently a book *Making the Best of Agriculture,* by Maclin-Grimes-Kolb. The authors say: "This service institution, along with other social institutions, has passed through changes in the matter of its relation to country life. Standards and requirements of country people have changed since the pioneer days. Thus the religious interest groups, along with other groups, are attempting to make their readjustments to the changed conditions." In the same book there are given extracts of the thoughts of some clergymen. "The aim of the country church movement is not to substitute something for the Gospel; it is to assist in expressing the best religion of ages in terms of the best spirit of the Age," Edmund de S. Bruner. "The Church is called to rural leadership, not merely from legitimate motives of self-interest but also because of its peculiar fitness in helping to solve the rural problems. The rural problem is chiefly a social problem, and the church is a social institution," the Reverend Edward V. O'Hara.

I really believe that the present complicated relations of people require closer contact with each other than

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before. It is in the interest of our society and the church itself as an institution to meet those requirements. The churches must be open, therefore, to other needs of the community, other than purely religious needs. I have seen this in many churches in America, and I am sure it is only for the good of the community.

One defines religion as a man's attitude towards the unknown. It is a force, a divine energy in man's soul, which manifests itself by the growth, which it brings forth, of unselfishness, patience, service and love to others, and other human qualities. The true religion is to get that divine energy into one's soul, to mould it into those spiritual forms which make for justice, mercy, joy, unselfishness of mind and life. That divine energy comes from God, and every one of us gets it, for we are all God's creatures. Therefore, there is no human soul so dark but some light of religion will still persist. Truly, we cannot call a man unreligious just because he does not belong to some official religious caste.

People did not live in the same environments; their family, social and intellectual life have been influenced by diverse circumstances, and accordingly their attitudes towards the unknown have been different. Thus we have so many religions.

Whatever a religion may be, it generally has some rituals or other exterior expressions of one's attitude towards the unknown. The less people are cultured

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the more rituals are held in their religion. I explain this by the fact that rituals are the easiest means of appeal to such people, for they strongly appeal to human emotions. It is easier to appeal to emotions of a less cultured people than to their intellect.

Shamanists still keep many wooden images in their homes and pray and kneel before them, thinking that the images are spiritual things, that they are animated and will save them from many misfortunes. Parsis, the followers of Zoroaster, say that the World is made up of evil and of good. They build up fire temples in which priests keep unceasingly sacred fires, symbols of supreme god, Ormazd, so that good may overpower evil in the fight. For them earth, fire, and water are holy things, and they cannot be polluted. Therefore, they build Towers of Silence where bodies of dead lay for bird's food.

Confucius, who lived more than five centuries earlier than Christ and a century later than Zoroaster, greatly improves moral and ethical sides of Chinese, although he does not build up temples. Some of his sayings are remarkable even for the present days. Thus he says: "What you do not like when done to yourself, do not do to others. What the superior man seeks is in himself; what the small man seeks is in others. Thought unassisted by learning is perilous; learning unassisted by thought is labor lost. A man can enlarge his principles. Principles do not enlarge the man." He teaches

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primarily of man's duty to his neighbor, to others. but he does not care much for man's afterdeath. "While you cannot serve men, how can you serve spirits? While you do not know life, what can you know about death?" He mentions a few times that he has a mission from Heaven, but he does not claim revelations. He says: "True is God. He knows me. If my doctrines prevail, it is so ordered of God; if they are to fail, it is so ordered of God."

The other great religious movement in China, Taoism, finds the way of primitive naturalness, supreme to artificiality of government and civilization; that wailing and mourning are the lowest forms of grief; and that reasoning and contemplation are of prime importance.

(*To be continued in the next issue.*)

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American Architecture

PETER OBNINSKY

HAS American architecture a style of its own? This question is often answered by a short "no", and this answer is usually given by people who have not had the opportunity to study and understand the tremendous progress which architecture has made in this country.

I will not attempt here to describe the early Colonial Architecture, which undoubtedly differs to a large extent from the native architecture developed by the colonists, this being almost exact copies of the work which these colonists had left behind them in Holland or England.

The new climate and the wilderness of the New World (which was then really new) combined with the difficulties of fighting for existence, contributed to the production of a new style, simple but full of dignity. This style cannot be called by any other name than American, and is a real contribution to the architectural development of domestic styles. In New England and in the South there are to be found houses which are in themselves quite unique and show a treatment both in form and in spirit which is not to be found anywhere else.

This is the architecture of yesterday which is widely, some may even think too widely, used throughout this country today, especially in its adaptation to the problem of some country houses and churches, which do not always have the charm and grace of the early examples.

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This is especially noticeable when one leaves the city, and visits developments which have fallen into the hands of unskilful and commercial craftsmen, if indeed they deserve the dignity of that name. It is notable also that in spite of this inferior work there has been a reversion of these colonial types on the part of many noted firms, who have adapted them to modern requirements, and abandoned the styles of the late nineteenth century, which seem, to our eyes at least, far less pleasing. The twentieth century brought in a type of work which may form a basis for a truly modern American domestic and rural architecture of the future.

The introduction of steel into building construction, about fifty years ago gave an apparently unlimited possibility to human creative imagination, which is now beginning to be realized. It was difficult for the designers of steel buildings to get away from the classicism of Greek and Roman forms, but these forms, as we know, express stone forms and the expression of the steel frames of the new buildings being designed was not an easy problem.

American architects had to work and develop something entirely new in expressing the principles of their construction, for the early attempts, as can be seen by a glance at certain of the downtown New York buildings, were an expressionless and lifeless shell, which had nothing to do with the building itself. The colossal scale of modern buildings takes away from the prominence of ornament, even such architectural motives as columns and cornices. No matter how well a cornice might be executed five hundred feet above the street

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it was not an architectural motive which counted, or even added much to the ensemble. There was only one thing left to study, namely, the general masses and the proportions. Thus the success of a modern building depends entirely on a careful study of the relation of the masses to one another.

The introduction of the zoning law added a great deal of character to the American "sky-scraper." This law established a ratio between the width of the street and the height of the building, which has to step back after a certain height. One quarter of the building area can be occupied by a tower of any height. This latter addition may give us some idea of the architectural form of the metropolis of the near future, which will most likely consist of great buildings occupying an entire city block, with a tall tower rising above. Such buildings will not take the air and light from the street, and will relieve the traffic problem by having entrance on four different streets.

In the last few years a very distinctive type has been developed in sky-scraper form. This is better represented in New York than anywhere else. These buildings are marked by absence of cornices, large areas of undecorated wall surfaces and vertical composition of the windows. Among the best examples of this type of building may be mentioned the following: The Barclay Vesey Telephone Building, and the Shelton Hotel. There are also others under construction which show clearly that tremendous progress has been made in this country in a remarkably short time, and also that there is such a thing as American Architecture.

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Found In The Attic

"THEY might be in that trunk", said my hostess as she pointed to one of a dozen or more pieces of round-the-world baggage in her attic. Then after a moment. "No, that's full of clothes. I don't know where they are."

"Do you think they might be in that one," I ventured to say as I spied a diminutive piece over by the window. I knew she was already tired of looking.

She raised the lid skeptically. There was a pile of old photographs and yes, underneath, hundreds of kodak negatives many of them rolled and curled at the edges.

"What are all these machines," I asked as I held a negative up to the light.

"My father was in business in Moscow. He made trips to Siberia and again to Crimea. This is Yalta and that is Sevastopol. If you think they're good enough for THE RUSSIAN STUDENT, you can take them."

The man at the kodak place fingered them. "These must be old." I thought he was a trifle scornful, but I answered rather flippantly, "Only twenty years or so. Do you suppose the pictures'll be good." "Oh, yes," he turned up his nose disrespectfully, "even then the process was pretty well developed. They'll be all right."

And they are. There's one on the next page and another one somewhere else in this issue. There will be others in the months to come—Siberian *muzhiks*, and churches, *izvostchiks*, and bazaars, warehouses, camels and Volga boats.

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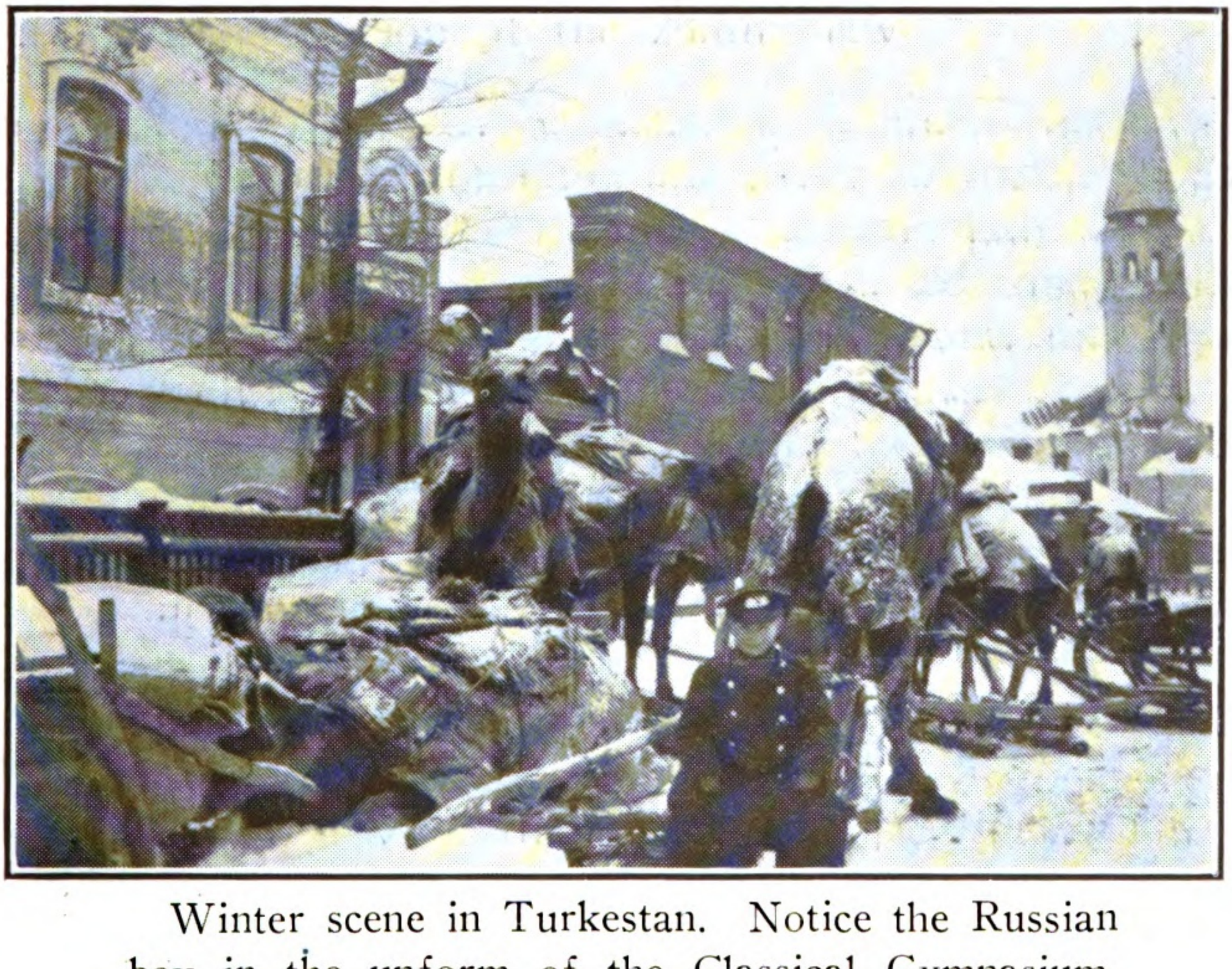

Winter scene in Turkestan. Notice the Russian boy in the unform of the Classical Gymnasium.

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Some Facts About North Manchuria

(Where a number of Russian students lived before they came to America)

ALEXANDER ALEXEEFF

MANCHURIA is under the Chinese flag. General Chang-tso-lin is the Northern War Lord. The political disturbances in China have affected North Manchuria but slightly and conditions are at present about the same as they have been for the past five years.

The development of Manchuria has been greatly accelerated by the railroads. North Manchuria, which covers about 390,000 square miles and exceeds by thirty per cent the area of pre-war Germany, presents a striking example of this growth. The Chinese Eastern Railway which was built by Russians and which began operations in 1903, has been largely instrumental in the colonization of this part of the province.

Twenty-five years ago there were only about 2,000,000 Chinese inhabitants and no Russians. Since then there has been a 700 per cent increase in population. At the present time there are about 14,000,000 Chinese and about 250,000 Russians, most of whom came to that place after the revolution. Today the actual value in millions of dollars of the general production of North Manchuria is $650,000,000. Two decades ago these figures were written in only tens of millions of silver dollars.

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But, in spite of rapid industrial development in such a short length of time only fourteen per cent of the land is cultivated, while the underground resources have not yet been tapped.

The Chinese Eastern Railway presents an excellent example of what business can accomplish in this country. The road today has 19,800 employees, most of whom are Russians with good engineering training. This railway has been one of the most potent factors in Manchuria's industrial development.

Theaters, club-houses, hospitals, libraries, a grammar school and polytechnic institution have all been built and financed by this organization for its employees and for people in general.

North Manchuria offers to American manufacturers one of the world's most fertile trade fields, and the inhabitants of that section of China are in the market for practically all of the products that are manufactured in this country.

American people, however, fail to understand the great possibilities for trade with North Manchuria. People in this country are inclined to believe that North Manchuria is war torn and that economic progress has been stifled; yet it is a fact that, although China is having her troubles, North Manchuria is peaceful and has not engaged in warfare for twenty-five years. Grain, wool and fur products and bristles are manufactured in Manchuria. There is a tremendous outlet in that country for American machinery, footwear, automobiles and railway equipment.

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Russian Students

By An American Who Teaches Them.

MOST of the articles in THE RUSSIAN STUDENT are written by those who can write a numeral after their names, indicative of the university classes of which they are members.

There are, however, many ambitious, intelligent Russians who earnestly desire to continue their interrupted educations but who are still uncertain just how to bridge the gap that lies between the exhausting manual labor which many undertook for the first time after coming to America, and the English speaking university campus.

Mr. Shishkin in his *My First Term at Columbia* tells something of beginning university study. It seems to me that a symposium on the subject, *How I got Ready for College* would be opportune. I hope many Russian students will contribute brief outlines.

My Russian students have made me feel as I never did before the ghastliness of the revolution through which they passed. They are without exception separated from their families, toiling at unfamiliar tasks in order to gain a livelihood for themselves, at the same time contributing toward the support of the scattered families in Europe.

Each is studying English with me so that he may continue his education or be able to express himself

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in correct English so that he may resume the profession for which he was trained in Russia. My work is entirely private so I come to know each student and his problems well.

I submit a few of my observations, not as criticism of these struggling men, but hoping that they may benefit other Russian students.

Each man professes an intense desire to learn correct English yet he positively refuses to detach himself from the local Russian center, and to live in a refined American home where he can hear good English spoken and practise expressing himself in English. This condition is quite true of the other nationalities with which I work, but with none is it so pronounced as with the Russians. Of course it is more homelike and natural to speak with those of one's own nationality, but can not that be sacrificed for the vitally essential reason of learning good English?

I placed a refined and educated Italian in a good American home after he had been studying English but a short time. The first few weeks were hard for both my student and the landlady, but the student persisted and his progress in English conversation is little short of marvelous.

A German who had studied with me for a few months gave up many of his German associations to live with a kind American family. In six months I could take him out of production in an automobile factory and place him with a good accounting firm where he has

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fine opportunities for advancement. He is perfecting his English by practise at home and at work and by the study of a university extension course with me. After eight months he can speak far better English than any of my Russian students who have all been in America at least three years, but who steadfastly refuse to associate with any but Russians, and who speak English only when they are with their teacher.

My Russians dream of the reconstruction of Russia—a laudable ambition, surely. But for ten years they have fed themselves upon this dream of the future with very scant attention to the present. I am in sympathy with the purposes of the Russian Student Fund, but I doubt that many of my older Russian students will ever participate in Russian reconstruction. They are men of refinement, culture, and education. They could make good American citizens. The reason they do not, is chiefly because they do not want to be Americans.

Indeed, they do not know America though they have lived here for years. They have never sought contacts with the good types of Americans. To many I am the first American woman of my type whom they have met. They very evidently seriously doubted that such women existed outside of Europe. Their highest praise is that I am so like a Russian which I take as they intend it.

Russian students, Americans are not the coarse men and women you meet in the factories and see on the street cars. They are the first generation, usually, of

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the lowest classes of Europe, people for whose manners or tastes real Americans care as little as you do.

If you would know America, Americans, and their language, dare to do as your Peter the Great. Leave the little Russia in which you live, and travel. Live and learn among the people who surround you, and whom you will find ready to welcome a courteous, earnest Russian gentleman.

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SMATTER

The print was still drying on last month's *Smatter* when the repayment thermometer went up to $703.60 and by the end of October it was boiling over with a total of $1,314.60.

Since college treasurers are repeatedly telling us that they are usually the losers when loans are made to foreign students, we therefore are thankful to proclaim that one hundred and thirty Russian graduates, advancing in wisdom and spiritual understanding, have faithfully kept their agreement. This is a blessing for which the Fund is thankful. Only seventy-nine did not enjoy material success last month. We are sure that the majority of these would have contributed to this accumulation of dollars had not some disaster befallen them.

A few days ago a Russian girl confided to me that she was trying to improve her English and was reading *Gentlemen Prefer Blondes*. Most of the great ladies of history and legend seem to have been endowed with golden tresses, but I doubt if Anita Loos herself would recommend her clever little book as a panacea for a Russian's defects in the use of the English language. Lorelei *was* delightfully amusing. Whether her sayings are essential for your complete understanding of American humor, I can not say. Many Russians seem to think so.

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Is it too antedeluvian to mention a tract by the name of *Elmer Gantry?* Many of you Russians are reading it and some of you seem to be swallowing it whole. Isn't that just as unforgivable an extreme as preventing the sale of the book on Beacon Hill?

It seems to us that the first twenty pages were interesting though the facts about the "hick" college *are* distorted, twenty-five pages in the middle of the book are written with artistry and the rest was the venting of Sinclair Lewis' spleen. You know God didn't see fit to strike him dead in Kansas City and the playwright ragingly tore up the play a few days ago. (Both of these items were suggested by the newspapers. Don't ask us to vouch for their veracity.)

Henry Seidel Canby (in case you don't know, he is the editor of *The Saturday Review of Literature,* the only periodical in America seriously devoted to literary criticism) believes that Sinclair Lewis will be a part of the American Canon of Literature because his books have given names to the language as *Main Street, Babbitt.* If every American has not read these books, he is conscious of them. I doubt if anyone can really read every word of either of them. Is there an American living who can read everything in a Montgomery Ward Catalogue? Parts of *Main Street* and *Babbitt*—even portions of *Arrowsmith* (which is by

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all the odds the best book Lewis ever wrote) are mere lists of details half of which could be deleted without marring the picture.

If you want to improve your English read Edith Wharton—her earlier books, especially *The House of Mirth* and *The Age of Innocence,* Willa Cather's *My Antoniá* and *One of Ours.* If you crave a new book scarcely twelve weeks old, read *Gallions Reach* by H. M. Tomlinson, the *English* Conrad.

Incidentally Mr. Tomlinson, in a recent review of Joseph Conrad's Life and Letters, expresses the opinion that "the trouble with almost any foreigner who would serve another tradition is that he treats that tradition with greater reverence than they who were born in it. . . Every country has its own variety of resentful and insoluble nationalist who thinks the Deity did remarkably well when he was created."

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Who's Who

Peter Obninsky (Columbia University, School of Architecture '26) has selected the Shelton Hotel as a type of modern American architecture. The cover design is therefore an illustration of his article. Mr. Obninsky has presented to the Russian Student Fund a large colored sketch "A Francis 1st Entrance" which hangs on the walls of our office.

Ali Mamleeff, a Mohammedan by religion, is the son of the former Secretary of the Mohammedan Association in Orenburg. Mr. Mamleeff is a senior in the Cornell College of Agriculture. It was something he read last year in *The American Mercury* which induced him to jot down his own ideas on religion.

When Alexander Alexeeff (University of Washington, Electrical Engineering, '27) gave us his notes on Manchuria, he said that many Russian graduates would be invaluable to American firms doing business with that country. He ought to know as he has recently completed a tour of the United States with I. I. Kounin of the Chinese Eastern Railway. Mr. Alexeeff acted as interpreter and interviewed hundreds of prominent business executives. At present Mr. Alexeeff is con-

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nected with Westinghouse Electric & Manufacturing Company at Pittsburgh, Pennsylvania.

We are grateful for the interest which has prompted an American teacher to write about her experiences with Russian students. Her name is withheld at her request because she did not wish anyone to interpret this as an attempt at self-publicity.

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TABLE OF CONTENTS

COVER DESIGN—ROAD INN BETWEEN KOSTROMA AND YAROSLAVL
George Wiren....

A SPECIAL NEW YEAR'S GIFT..... 1
COMRADES IN ARMS.....*A. V. Bushkovitch*.... 2
IMPRESSIONS OF RUSSIA.....*Prof. Roswell H. Johnson*.... 6
GLAD TO SEE YOU.....*Alexis Pestoff*.... 9
APSE OF COLLEGE OF CITY OF NEW YORK
Theodore de Postels....11
CAVEAT RUSSKY.....*Prof. Vladimir Karapetoff*....12
THE TEST OF A REFUGEE.....*E. S. Serebrennikov*....17
TWO DRAWINGS.....*Nicolai Pavloff*....18
SMATTER 19
WHO'S WHO.....21
ADVERTISEMENTS 24

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A Special New Year's Gift

FOR seven months Leo Rysko, (Columbia '24), denied himself. He lived on approximately one-half of his thirty dollars a week earnings. The other half he saved.

There were friends who argued that he should use it in other ways. There was a struggle. It would be heaping sacrifice upon sacrifice to let it go in one full swoop. His agreement called for only ten per cent of his salary every month.

Such whisperings found no response in his soul. He would end this struggle with himself by bringing the Fund a special New Year's gift of $456.75.

He started 1928 by keeping in full his resolution to help other Russians.

It is not the aim of this magazine to brag about the students and graduates of the Fund, but this is such an exceptional inspiration that we hope to be pardoned for this mention of it.

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Comrades In Arms

A. V. Bushkovitch

THE average American *prof* is in many respects a very different person from his European colleague, the traditional Herr Professor. Few of us, I think, can have failed to notice this. As a student at Pennsylvania, I have had the opportunity to observe these deviations from the Old World type as they are manifested at a large university, and it would be safe to assume that in small colleges these differences, depending as they do on close contact of student and professor, are still greater.

I came to college with a vague expectation of majestic lecture halls, with an awed multitude of students and an austere and perhaps white-haired personage at the blackboard; of sudden silences among groups of students in the noisy corridor as this same revered personage tottered by; of the agony of stammering absurd replies to unintelligible examination tickets before the withering gaze of one of these austere savants.

Instead, I found myself for the most part in a not very large classroom, along with a score of my fellow-students, and confronted by an individual who, whatever his intellectual attainments might be, was nevertheless usually a person such as one might meet in ordinary life. The whole atmosphere was usually informal, and the students, therefore, felt at ease, and

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soon after the beginning of the term were able to take active part in the work of the classroom. Many professors noticeably encouraged the development of a friendly relationship between themselves and their students (whether on general principles or from an educational viewpoint, I cannot say), and one went so far as to extend an invitation to his class to visit him in his rooms.

This friendliness between students and professors is largely dependent, no doubt, on the system of recitations, and the practice of dividing each class into small sections. An instructor conducting a section of fifteen or twenty students cannot fail to become thoroughly acquainted with most of them, whether he wants to or not. Moreover, a large proportion of the teaching staff consciously tries to approach their students, and there is great variety in the ways in which this is done: there is the professor who attempts to imitate the speech and bearing of a business person, since a large portion of the students belong to the classification by virtue of their associations and bringing-up; there is the man who attracts students by his sheer personality, without the medium of any apparent effort, and often in spite of the fact that he is quite free in his criticisms of men and things, including his students and their examination papers—a "hard" professor, but one who usually finds his classes overcrowded at the beginning of the term and spends the first week in distributing the surplus among the other instructors. Finally, there is the finished scholar, who apparently cares very little for his class or the progress of his students, but who, by the

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very brilliance of his mind, the perfection of his methods, and his quiet but intense enthusiasm for his subject, irresistibly attracts the better minds among the students, to his subject at first, and then to himself.

And among many of the students there is very often the desire to become more intimately acquainted with their instructor. Usually the most interesting person in a classroom is the professor—it is only natural that he should assume the dominant role, not only because of his official position, but because of his cultural background, his personal accomplishments, his often rather extensive experience in dealing with students. A majority of these latter do not often meet such men outside of college.

There are many interesting little traits that can be observed in a professor. There is, for instance, the case of the professor of astronomy who begins his first lecture by carefully defining the boundary between his science and that of geology, and dwells with fine scorn on the hopeless case of the newspaper reporters who invariably torment him with telephone calls for information whenever an earthquake happens. There is, too, the professor of English who prefers our ancient College Hall to the latest additions to the campus, for the reason that in College Hall he feels that he is in a building where men have worked and thought before him. Whatever the merits and demerits of the profession, students cannot help to find their professors in most cases at least unusual.

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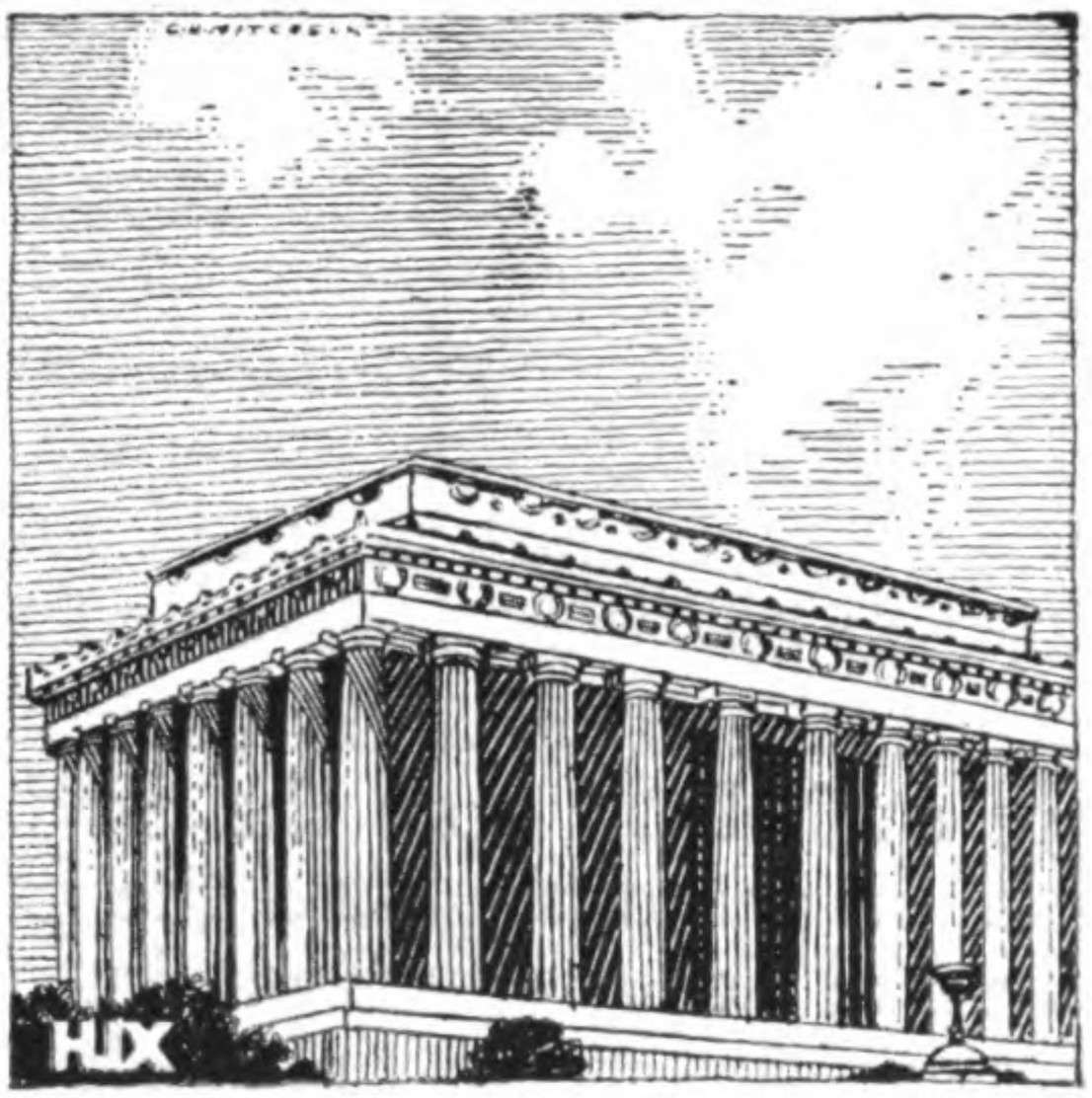
There is, then, a decided urge on the part of both the teachers and the students for a mutual rapprochement, and it is to the lasting credit of American colleges that they are organized in such a manner as to promote friendliness rather than formality between these two elements of which they are composed—the students and the professors.



Lincoln Memorial

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Impressions of Russia

PROF. ROSWELL H. JOHNSON

THE things I disliked most about Russia were in general things that other foreigners have found not admirable and so reported, and it would be therefore of less interest to have me list them. I prefer, therefore, to list two things among others which I admired and thought we could well emulate.

1. The State Planning Commission. It was a pleasure to see an attempt made to look far ahead and really plan some things, that can readily be planned ahead. Thus the production of petroleum is being increased 20% a year, according to plan instead of running into periodical over-production as with us. Attempts are being made to dissuade wheat production in regions where it is not adapted and to increase particular crops in specially favorable areas.

Such a commission would be useful in a country which is more capitalistic than the Soviet Union, like ours, for while on the other hand the government has less power, capital being abundant instead of greatly restricted, removes the greatest obstacle to the work of the commission.

We may see in Roosevelt's Conservation Commission and Rural Life Commission, and Coolidge's Federal Oil Conservation Board gropings to perform parts of a similar function here. In some ways the National Radio Commission is a close parallel.

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Some of the things here that especially need investigation looking toward a well-organized "five year plan" are the question of immigration restriction, petroleum over-production, water supply utilization, flood control, defective families, marriage and divorce legislation. It is true that the Russian State Planning Commission concerns itself only with matters requiring appropriation and hence in some respects parallels our Director of the Budget. It is, however, much more than a Budget Bureau. Our Planning Commission might well have wider scope and in general study ahead legislative needs, and have plans to propose to the next Congress. Our National Research Council already furnishes us a good germ from which to develop.

This brings me to the second item — viz: greater efficiency in preparing legislative bills to accomplish any given end by the Council of the People's Commissars than is customary with our Congress.

(1) This arises from the fact that the body is so much smaller that deliberation is easy and more analytic than it is in large bodies where extraneous consideration leads to bombast, emotional appeals, et cetera.

(2) That the Council rarely prepares a bill itself but expects the appropriate Bureau of the government dealing with that field to at least share in the preparation and indeed frequently to prepare the bill.

With us some small interested group often induces a Congressman to introduce a bill prepared by them which then goes to a committee by no means expert in the field.

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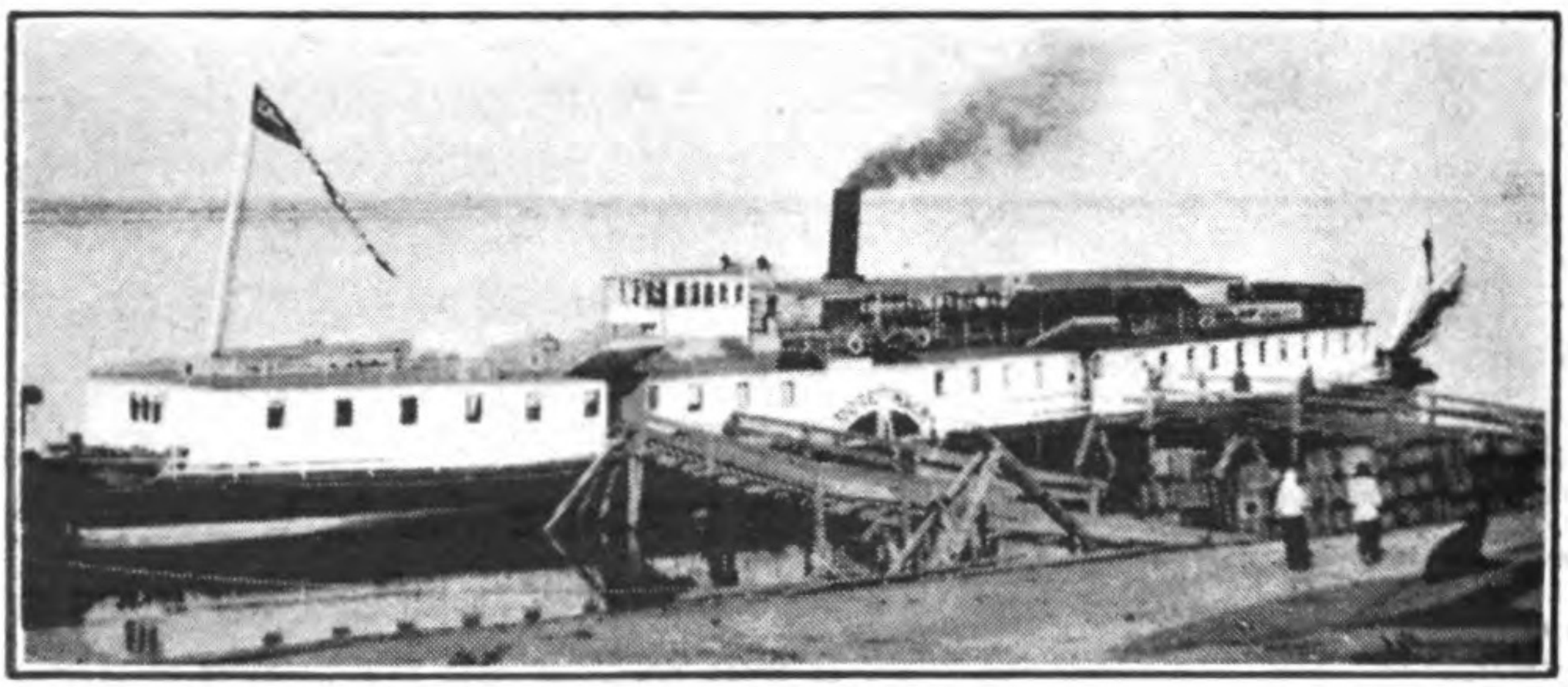
(3) That the Council is in more continuous session and takes nearly the full time of its members.

(4) That the tenure of office is longer.

On the other hand one must point out that party discipline and the one party system do impair the extent to which the commission can follow out the scientific findings of its investigation and in that respect the expertness of the legislation suffers.

The items here held up for emulation by the United States are not communistic and are applicable in any country to a degree amply warranting the venture.

I found my trip a fascinating one and one that many Americans could take to advantage. One need not fear any unfriendliness of the people nor unusual danger, and on the other hand will find both inspection and interviews very interesting. In fact I am planning to spend a second summer in this interesting study this coming year.



A Volga Boat

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Glad To See You

ALEXIS PESTOFF

LIKE many other features of this country the hospitality of America is different from that of other countries, but nevertheless its presence is strikingly apparent. It partakes of the ease and freedom of manner peculiar to this country and is free from either the rather ponderous stateliness of the English and the Germans, or of the excessive and rather cloying politeness of the French, the Poles or even the Russians.

The famous Russian fable-writer, Krilov, could never have written his satire on hospitality called *Demian's Ookha* had he been an American. This fable, written in a beautiful and easily remembered verse, relates how a peasant Demian, invited his neighbor to partake of the famous Russian fish-soup, called *Ookha*, and entreated, and begged, and pressed the guest so much to have more and more that finally the guest had to flee in despair.

It is enough to look through any ladies' magazine to realize that the Americans are fond of entertaining, and that when they do entertain, spare neither money, time nor trouble. The American hostess not only wishes to provide delicious fare for her guests but also to serve it in the nicest and most attractive way. Any magazine or even a daily paper can offer her suitable suggestions.

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Hospitality in this country is rendered more appreciabe by the fact that very few people can afford domestic help and the burden of the whole preparation and of the entertainment itself has to be borne by the hostess and her family. This is also the reason very often, why the entertainment is provided away from the home and takes the form of an invitation to a restaurant or a show, thus rendering American hospitality very different from that of other countries.

The most striking evidence of American hospitality, however, is the way America meets and takes care of new arrivals. There is no other country in the world which can boast of a social organization like The Travelers' Aid Society, which meets anybody and everybody and renders all possible help to emigrants and other travelers. Nobody, from a young child to an elderly person, need be afraid to come and travel here, as the Americans have provided this splendid organization for their assistance and protection.

The Travelers' Aid Society and the International Branch of the Y. M. C. A. and the Y. W. C. A. are the most vital proofs not only of the existence but also of the genuine and splendid quality of American hospitality.

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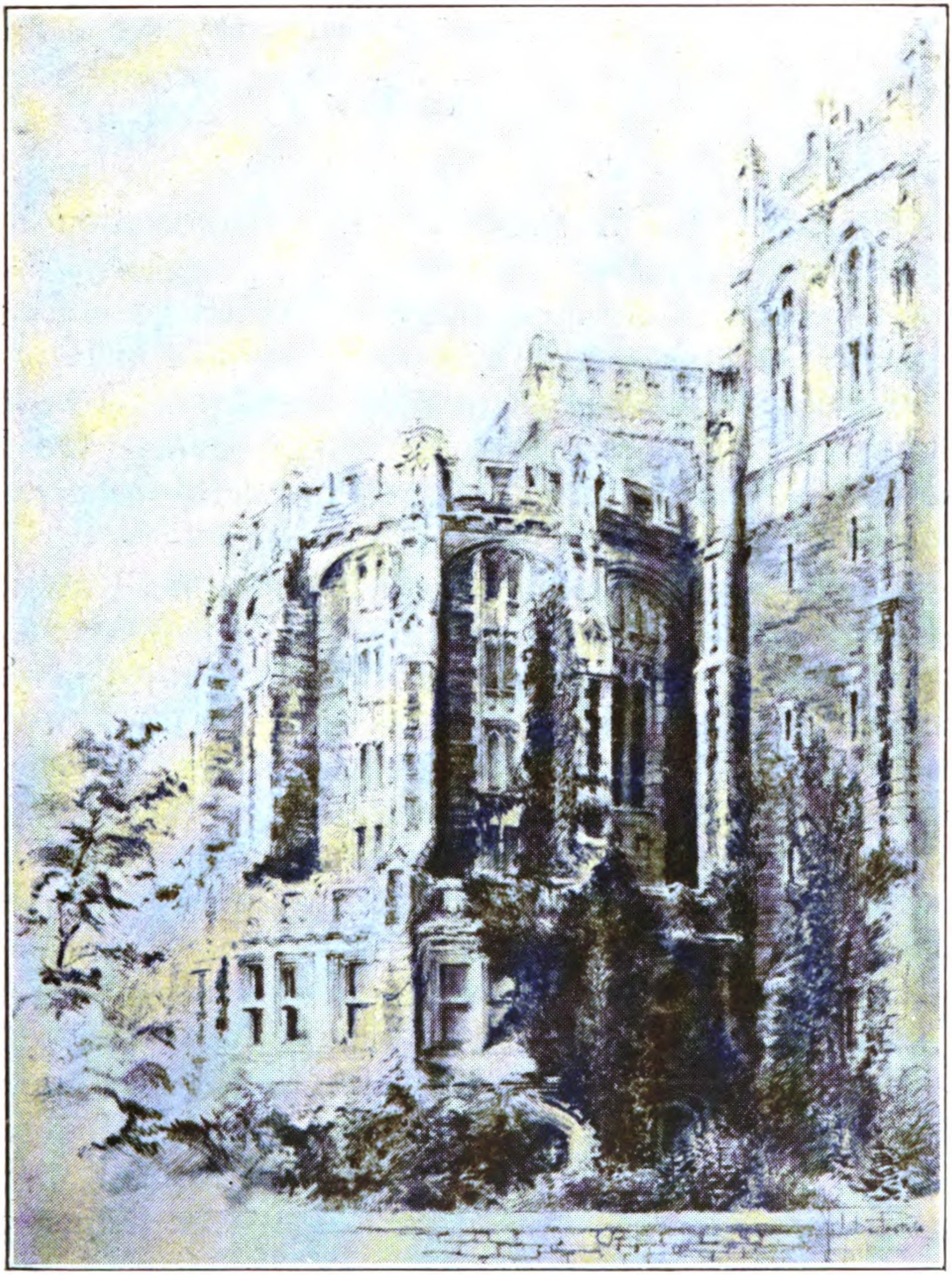

Apse of College of City of New York
By Theodore de Postels

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Caveat Russky

PROF. VLADIMIR KARAPETOFF

INTER-PENETRATION of a race or nation by another is not always accomplished peacefully, and every Russian of the first and even second generation in this country should do everything possible to help a harmonious assimilation of his numerous fellow-countrymen by the people of the United States. He or she can do this primarily by very careful behavior. Effective preaching can only follow wise actions.

To give an example: Let us say some Russian refugee parents brought with them a twelve-year old boy who, after three years of preliminary study, entered a high school and is soon to graduate at the head of his class. He works hard against odds, is not interested in social doings or athletics, and spends all his time in studies or in helping his parents to earn enough to live on. On the surface, there is nothing wrong in it, but biologically speaking he wrongs native Americans. He is a living being hardened by adverse circumstances to a mode of life not called for in our American boys and girls, so that his behavior may be called "unfair biological competition."

Some years ago California sportsmen planned to introduce a certain species of partridge from Hungary, but it was pointed out to them that that species was particularly sturdy, having survived under extremely

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difficult conditions of struggle for existence, and would likely become an indirect cause of extermination of several useful species with similar feeding habits.

It may sound ridiculous to try to prevent that boy from working hard and capturing all the prizes and scholarships, especially when the teachers and the principal of the school are glad to have a high standard set up. Those who look far ahead, however, or who are familiar with the growth of the anti-Jewish feeling in this country within the last twenty-five years, will readily see in the foregoing case a serious sociological problem. The Jewish race in this country made a serious mistake, a mistake which it is too late to correct. Let the Russians study the nature of this mistake and profit thereby. I do not say that it will be easy to restrain ambitious Russians from taking advantage of the unwonted easy conditions, but they will have a choice of so doing or incurring future unpopularity and almost ostracism.

Most Russians in this country do not remember considerable anti-Russian feeling here in 1904 and 1905, during the Russian-Japanese War. Most of them do not know about a sudden outbreak of anti-German feeling in 1916-1917. The very best German racial characteristics were then looked upon as sinister and almost criminal. As a young man in Russia, I remember hearing the general opinion that if you let one Jew into an organization he will soon bring in a lot of his friends and relatives. You will find Russians in

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America doing the same thing, only to them it seems perfectly natural to help their suffering friends and relatives.

The general opinion in this country is that Russians are excellent linguists. Whatever the basis for this opinion, very many of the late comers not only do not try to live up to it, but shamelessly impose atrocious English of their own making upon their kindly hosts. So far we have not had vaudeville comedians impersonating Russians in a talk without articles and with words pronounced "as written," but a fashion for such vaudeville acts and magazine jokes may spring up at any time. If it does, much of the respect in which Russians are generally held here will go by the board. If you do not believe me, study a similar effect upon the standing of the Irish, Italians, Jews, et cetera. Any reasonable native is willing to overlook in a foreigner a slight accent, non-idiomatic expressions, an intonation betraying his mother tongue, but there is a limit to parading a disregard for the most elementary rules of the Engish grammar and pronunciation.

It is only too natural for a group of people, who have lost so much within a short time, to stick together, to talk about the old times in Russia, to spring upon Americans unpronounceable, (even though great) Russian names, to feed them on Russian dishes, to talk, argue and gesticulate fast about nothing, in accordance with the good old Russian custom. I say, all this is only natural and even pathetic to those who have souls big enough to understand the underlying longing and sorrow. But to many Americans this mode of behavior

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seems odd at first and then begins to grate on their nerves, leading to this question: Isn't this country good enough for you, and aren't you interested in the big movements and questions of the day that are all around you? Are you going to look forever towards an irretrievable past?

Anyone who comes to visit a family for a few days tries to learn their habits and views so as not to offend or even inconvenience his hosts. One moving in for a few years or for the rest of his lifetime will be many times as careful. So all I have to say is this: consider this country as a big family into which you have been taken. It is both wise and honorable to live so as to establish closer and closer ties of respect and affection with your hosts. Merely smiling will not do it. The wisest among you will have to guide the younger ones, as Carl Schurz led the thought of the German population in this country some sixty or seventy years ago.

Please do not understand me to urge you to acquire promptly various external American manners and foibles, so as to be outwardly like them. Preserve your Russian traits wisely, and give this nation the best of the Russian culture. The beneficial influence upon this country of the great artists like Rachmaninoff, Chaliapin, Pavlova, and others, is incalculable. They brought to Americans the cream of the Russian art, and helped to arouse higher demands and to starve lower entertainments. And they did not have to cease to be Russians to do so. We have not their talents, but each of us has something of that wonderful unique creature.

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the Russian *muzhik* in him, with his infinite patience, humility, and love. Let us contribute to the welfare of this country by being examples of those virtues developed through centuries of hard struggle in far away Russia, virtues which are the only true foundation for real lasting prosperity and peace among nations.

Some time ago I suggested to those in charge of the Russian Student Fund that they bring to the attention of the thoughtful Russians in this country, the grave necessity of a careful and profound study of the various aspects of a painless assimilation of considerable number of Russian refugees. I thought that students in various universities could take up different aspects of the problem and write a number of cooperative essays, based upon studies of similar experiences of other groups of immigrants in this country. May this little essay serve as a stimulus and an introduction to such a study. If carried out, it not only will help the Russians in this country, but will also greatly enhance the esteem in which they, as a group, are held by the Americans.

Russian Officers

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The Test Of A Refugee

E. S. SEREBRENNIKOV.

WHEN things are at their darkest,
And you have not even a dime,
Then to sulk in despair
Would be just a useless crime.

The darker the night—the brighter the star,
And the harder the fall—the higher the rise,
So keep your upper lip stiff, boy,
You are becoming worldly wise.

Friend deserted you? Forget it.
Find another one loyal and true.
Money you owe? O, hell!
Money is only a servant to you.

Self respect gone to pieces?
Regain it. Show them the mettle you got.
Use your head and your muscle.
Get out of this rut.

You are lonely, lonesome, misunderstood?
There is no one to your liking that you can find?
Cut it out, and remember the saying:
The winner is lonesome: they all trail behind.

To sink low, and soar to the heights,
To be given up, and then, respected by all,
That is the test that we're going through
So let us pull ourselves out of this hole.

To start last and win in the field,
To come home preserving the shield,
That's the goal you set at last,
So run the race, boy, and run it fast.

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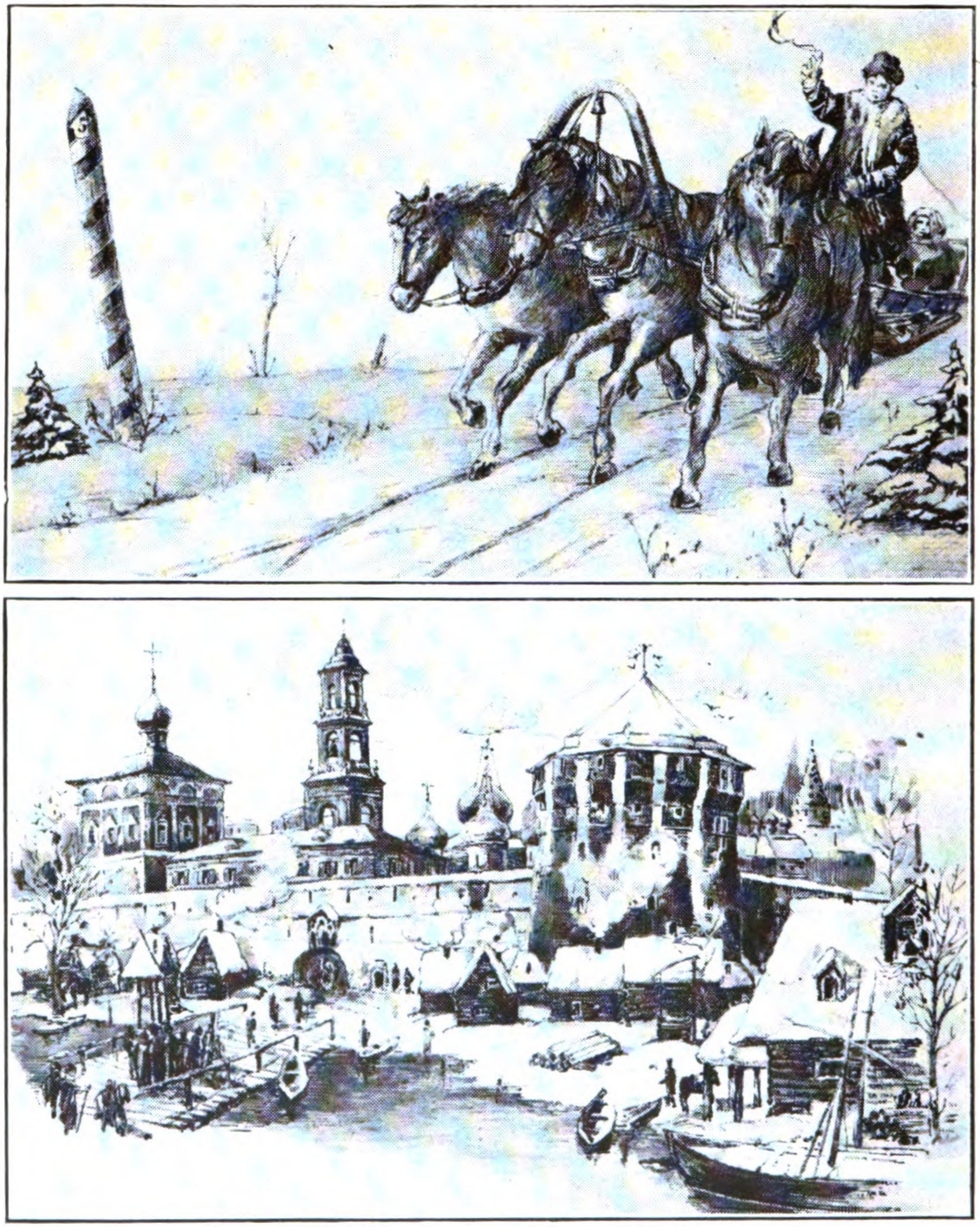

Russkaya Troyka and Monastery Scene
Drawings by Nicolai Pavloff

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SMATTER

John Erskine, professor, musician, writer, has been accused of telling enough about people to explain their reputations—whatever that means—but he has also confessed to a belief in New Year's Day as a moral occasion for Americans. Certainly it is a day when vows are made, when one pushes yesterday aside and welcomes today and tomorrow even before it comes.

If there is any characteristic of humanity more American than any other it must be this one of trusting and looking ahead. So we follow Emerson's warning to stop building the sepulchres of the fathers and build our own house. And more—we tear down all the artistic mansions on Fifth Avenue and express ourselves in the hideous box-like structures that we put up, with such a deafening amount of racket. I wonder if the real estate men who have a mania for new developments thought of anything but money when they made their resolutions for 1928.

We hope that the men who are putting the rivets in the New York Central Building—At the Gateway to a Continent—(note the ad) will resolve to spare the nerves of man, woman, and beast during the New Year. Perhaps some inventive Russian (and where is there a *Russky* who has no inventions to his credit) will resolve to make a rivet that rivets without wrecking the laymen.

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Just as I was wondering whether a silent riveter could be happy, a black-haired research chemist threw open the door and thrust into my hands an envelope which held—one, two, yes over four hundred dollars! I couldn't believe my eyes but there it was. I gazed at him and queried without thinking "What's this? A sudden fortune?" His answer made me blush—"Fortune, nothing! That's my seven months' savings! I wanted to give it to you for Christmas, but I——"

"Oh, New Year's just as good," I could not let him finish. I kept saying to myself: "He did it on thirty a week." He smiled, "I'm on my lunch hour. I've got to go now."

Upon the wings of the wind he came and like the lightning he vanished, but he left in his wake an inspiration for A Happy New Year! Just like that.

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Who's Who

The cover design—*Road Inn Between Kostroma and Yaroslavl*—from a lithograph of Andre Durand, was used by George Wiren (M. I. T. '23) to illustrate an article *Fantastic Moscovia,* which formerly appeared in *Stone & Webster Journal.* Mr. Wiren, who is interested in architecture and other forms of art, is now with the engineering firm, Green and Company, Springfield, Massachusetts.

* * *

One of the Russians who helped accomplish the work of the Odessa Office of the American Relief Administration in 1922 was A. V. Bushkovitch. In addition to his regular duties he translated into Russian, *Interpretation of Radium,* by Frederick Soddy, which was approved by a Professor of Physics of the University of Odessa. We are told that Mr. Bushkovitch, who is preparing for research work in physics, is considered by the University of Pennsylvania "as brilliant as can possibly be."

* * *

Roswell H. Johnson, Professor of Oil and Gas Production of the University of Pittsburgh, plans to go to Russia next summer as a leader of a group of eight organized by the Open Road. In the organization of the group, preference will be given to faculty and graduate students interested in specific investigations. Professor Johnson was with the American Student Delegation to Russia last year, going with the sub group which went to the Urals. Besides Professor

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Johnson, some of the American petroleum engineering students at the University of Pittsburgh are starting the study of the Russian language with a view to preparing themselves for possible service in the Russian petroleum fields.

* * *

We venture to hazard a guess that even Americans are not aware of all the hospitable tendencies discovered by Alexis Pestoff (Pratt Institute '27). Mr. Pestoff is a chemist at U. S. Metal Refining Company, Carteret, New Jersey.

* * *

We are grateful to Theodore de Postels (father of our deceased graduate, Herbert de Postels, Cornell, '26) for the rendition, *Apse of the College of the City of New York*. Mr. de Postels, a graduate of the Imperial Academy of Arts, Petrograd, is a professional delineator and renderer. His sketches have appeared in the magazine section of the *New York Times*, *Pen and Pencil*, and other well known periodicals. Some of his work is on exhibition at Avery Hall, Columbia University.

* * *

Vladimir Karapetoff, musician and poet as well as Professor of Electrical Engineering at Cornell University, is the inventor of the five-string cello. On the death of Charles P. Steinmetz in 1923, Professor Karapetoff carried on his work until some one else could be trained to continue it.

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E. S. Serebrennikov (University of Idaho '25) says he does not often resort to poetry. His lines will cause many a student refugee to recall his own dark days. Mr. Serebrennikov is employed by International Harvester Co., Portland, Oregon.

* * *

Nicolai Pavloff (University of Pennsylvania '27) is known by nearly everyone in Philadelphia as the designer of those gorgeous costumes for most of the masquerade balls given at Penn for the last two or three years. Mr. Pavloff is now with the architectural firm, York & Sawyer, New York.

* * *

The small photographs appearing as tailpieces in this issue were taken in Russia by an American business man and his daughter twenty to twenty-five years ago.

Street Scene in Omsk

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Columbia University 8
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Cornell University..... 3
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Harvard University..... 2
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Kansas State Agricultural College 1
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New York University..... 4
Northwestern University..... 1
Oregon Agricultural College 1
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Pratt Institute 5
Rutgers College..... 1
Simmons College..... 1
South Dakota State School of Mines..... 1
Stanford University..... 2
Stevens Institute of Tech..... 1
Syracuse University..... 4
University of California 18
University of Chicago 1
University of Cincinnati 4
University of Denver 1
University of Idaho 2
University of Illinois 1
University of Kansas 2
University of Michigan 6
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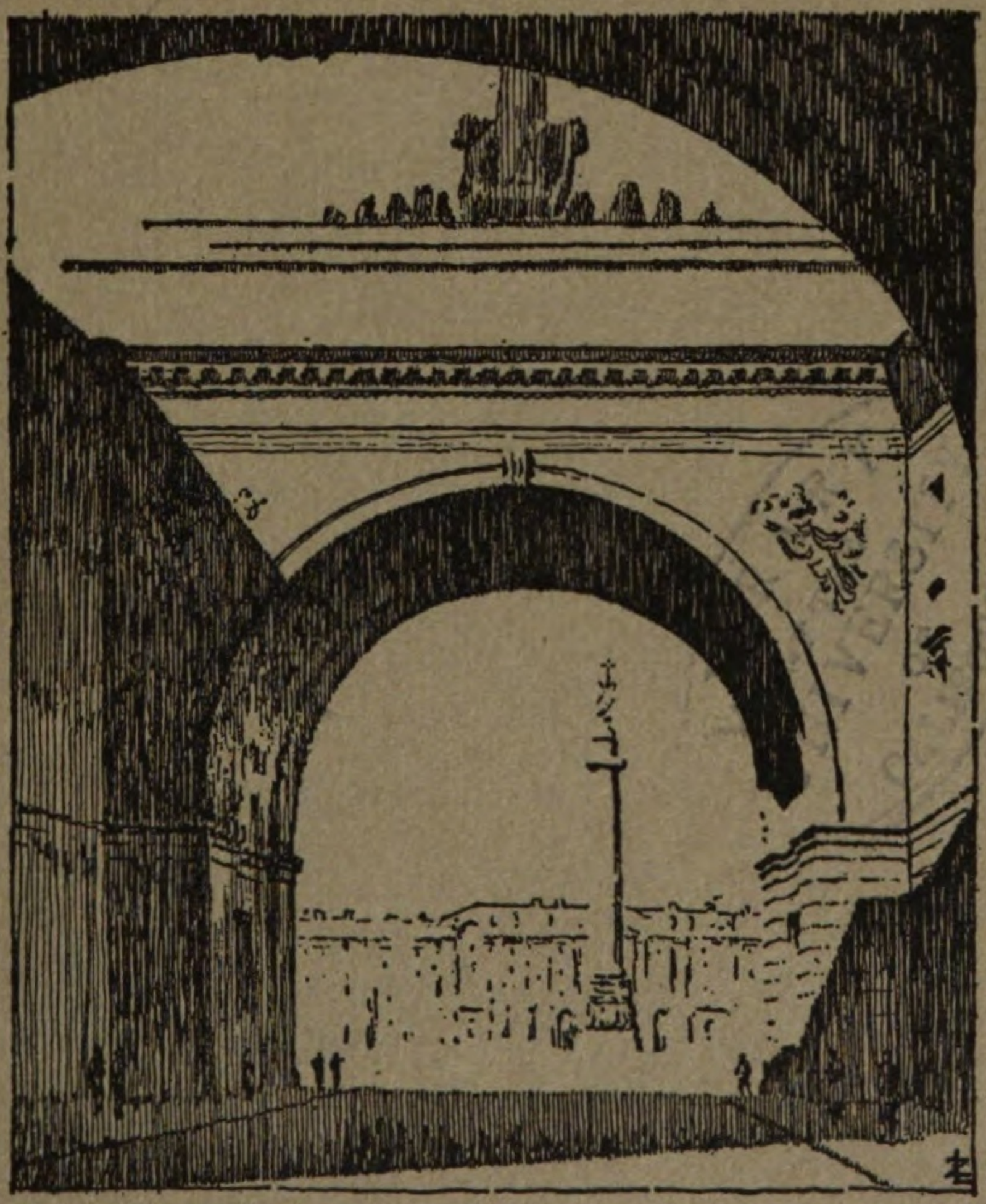

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FEBRUARY. 1928

TABLE OF CONTENTS

COVER DESIGN—ARCH AND WINTER PALACE, PETROGRAD
L. N. Zaitzevsky....

COOPERATIVES .....*Prof. J. V. Emelianoff*.... 1

A TASK FOR THE ALUMNI ASSOCIATION
Alexander J. Krupy.... 7

OFFICERS OF ALUMNI ASSOCIATION..... 9

RUSSIAN EDUCATIONAL REFORM
.....*Count Paul N. Ignatieff*....10

TENDENCIES IN RUSSIAN AND AMERICAN THOUGHT
Nikita D. Roodkowsky....15

SMATTER 20

WHO'S WHO 23

ADVERTISEMENTS 24

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Volume IV February, 1928 Number 6

Cooperatives

PROF. J. V. EMELIANOFF

THE cooperative movement is very young; less than one hundred years ago the first cooperative association of consumers was organized by the "equitable pioneers" in Rochdale, England (1844), and six years later in a small Saxon village, Eilenbourg, Germany, the first cooperative credit union was established by Burman.

These cooperative units were initiated by the people who were modest and poor. Thirteen weavers started the Rochdale cooperative store and fifteen handicraftsmen began their banking operations on the cooperative plan in Eilenbourg.

In our time, however, over 400,000 cooperative associations of very different kinds exist in many countries of the old and the new worlds. There are 60,000 cooperative stores among them and about 340,000 cooperative associations of producers, chiefly farmers

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and artisans. Over fifty million enterprises and households are connected directly or indirectly with the work of these cooperative units and over 300 million persons are more or less interested in the economic results of this activity.

These rough data indicate that the cooperative movement is a great social movement of our era touching very different and most vital interests of various social groups of the population. More than that, this movement is still growing very rapidly in all countries. In Russia, for instance, the first cooperative credit associations were established in the last decade of the 19th century, but in 1917 there were about 17,000 of these associations with a membership of 5 million peasant farmers. The first cooperative credit bank in British India was incorporated in 1902 and over 60,000 of them were working there successfully in 1923. One may find cooperative units now in every village of countries where economic conditions vary widely such as Denmark, Holland, Belgium, Switzerland, Japan, and others.

This powerful social movement is still increasing enormously. Scientific study of this great economic and social problem is of special importance for Russian students in this country. The reasons for it are:

1. The United States of America and Russia are the two countries where the progress of cooperation has been exceptionally successful, and they represent the two fundamental types of cooperative work—purchasing (Russia), and marketing (United States).

2. In both countries one may find, in addition to a great number of cooperative associations, powerful cen-

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tral unions such as the Central Cooperative Bank in Moscow (Moscow Narodny Bank), or the California Fruit Growers' Exchange in this country.

3. Beyond any doubt, in the reconstruction of the economic life of Russia in the future, the peasants' cooperative units will play an extremely important role, therefore careful study of cooperative work in Russia in the past may serve as a foundation for a better understanding of the means for the economic recovery of our country. It is equally important from the point of view of rational investment of American capital in Russia, and of the future economic relations of these two great countries.

For these reasons I have attempted to give below a schematic outline of the cooperative movement in Russia and in the United States. As was mentioned before, there were in Russia about 17,000 cooperative credit associations of peasants in 1917. More than 5,000 other cooperative agricultural units, mostly creameries and purchasing associations; and about 15,000 cooperative stores, urban and rural, were in existence at the same time.

All these cooperative units were united by 800 local, provincial, and regional cooperative Unions with eight central national unions, the Moscow Narodny Bank forming the apex of this huge cooperative structure.

The most remarkable point of this cooperative organization was that these tens of thousands of business units, covering the economic needs of 5 millions of small and poor Russian peasants' farms, were unusually vital; not one failure of cooperative credit associations

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was registered. They are composed of the peasantry and lend amounts on an average of only $50 to $150, but these associations have concentrated over 1,500,000,000 roubles (750,000,000 dollars) under their control. Besides this the assets of the Moscow Narodny Bank were, in 1917, over 1,250,000,000 roubles.

This unusual stability of cooperative credit associations may be explained by the principle of unlimited liability of their members. This enormous banking system was used by the Russian peasants chiefly for the purchase of agricultural implements and equipment. Purchases made by the Moscow Narodny Bank in 1917, (totaling 38,137,467 roubles), were:

1.	Harvesting Machinery and twine	58.4%
2.	Other agricultural implements	7.2
3.	Insecticides	12.0
4.	Fertilizers	4.9
5.	Seeds	16.4
6.	Others	1.1
		100.0%

A considerable percentage of these products was bought in the United States of America, (harvesting machinery, twine, and others).

In 1920 the entire cooperative machine was completely destroyed by the communistic government but there is no question about its recovery in the future under normal conditions of economic life in Russia.

The cooperative movement in the United States of America started in the middle of the last century under the influence of the Grange. The progress of the co-

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operative movement in this country moved along very different lines compared with the movement in Europe; the great majority of American cooperative associations is made up of *marketing* units. There are about 60,000 cooperative farmers' organizations in this country now with a membership of 884,207 farms, with total purchases in 1925 of $75,971,169 and total sales of $858,284,377. These figures show that the average sale per farm in 1925 was about $1,000; in other words, the farms connected with cooperative agencies in this country are much richer than those in European countries.

Farmers' cooperative associations have very different purposes in this country. The most important among them are: grain elevators, fruit growers' associations, nut growers' associations, berries growers' associations, associations for marketing vegetables, cattle marketing associations, eggs and poultry marketing associations, cooperative creameries, cooperative cheese factories, pure bred livestock associations, insurance cooperative societies, livestock breeding associations, cow testing associations, cooperative telephone associations, cooperative irrigation societies and many others.

With the help of these cooperative agencies, American farmers save millions and millions of dollars of their income and rationalize greatly the marketing facilities for the wares they get from the general market, and for the animal and vegetable stuffs which they produce and market.

In conclusion I should like to make some theoretical statements on the economic nature of cooperative associations.

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The theory is an explanation.

To explain given phenomena means to find their causes. One can understand the given things if he clearly sees their causes. Therefore, the theory of the cooperative problem will explain all peculiarities of cooperative associations and serve to point out the causes of these peculiarities. The peculiar features of cooperative associations consist in the following:

1. the absence of dividends on the shares
2. patronage dividends practice
3. they work only for their members.

The explanation of these special aspects is, that a cooperative association is not an enterprise but a complex system of enterprises which coordinate and combine their economic work and create an auxiliary agency of their own. Instead of using a basis of competition the cooperators are trying to build their prosperity on the principle of economic combinations. The remarkable results of this movement in all countries can hardly be overestimated.

Siberian Peasants

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A Task For The Alumni Association

ALEXANDER J. KRUPY

IN THE last issue of *The Russian Student* there appeared an article by Professor Vladimir Karapetoff sounding a warning to Russians in the United States. Obviously, something must be wrong to cause such a comment on our behavior.

Most of us came to the United States some years ago, after a series of experiences not to be forgotten easily, and entered the "unfair biological competition" referred to by Professor Karapetoff. The unquestionable hospitality and sympathetic help of the American people made it possible not only for many of us to survive but to enter higher institutions of learning. What are we doing now to thank the people of the United States for giving us shelter and for providing the opportunity of preparation for the future task of reconstruction of our country? . . . Nothing, as far as I know.

There is no better way to show our appreciation of the great service rendered us in a moment of great need than to enter the cultural life of the country; no better way to justify the flattering expectations of our hosts than to excell them in the command of their native tongue. We must recognize that the obstinate isolation in the Russian shell, a refusal to participate in the life of the country in which we live, is an insult to those who have patience to observe us in our daily life.

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The Alumni Association of the Russian Student Fund, representing those who were fortunate to graduate from the intellectual and spiritual centers of the U. S. A., can do much towards a solution of this problem. Let us in our daily contact with Americans remember that future Russia will be judged by the impression we make at present. A hundred friendly, tactful emissaries, united by a common desire to create good will can do a great deal more than all the diplomatic assurances of national friendship and brotherly love. It should be our pleasant task to represent Russia at her best, to create among Americans a real desire to know the country we are hailing from, rather than merely to tolerate us as an inevitable evil resulting from a political disorder in a remote quarter of the globe.

To do this we must not forget our language, or renounce our native culture, but rather should supplement the heritage of the past by the advantages of the present environment. We cannot accomplish our task by remaining irritatingly Russian nor by disappearing entirely in a great mass of new-comers from all corners of the earth. We have a task and a privilege . . . . What shall we do?

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Russian Educational Reform

COUNT PAUL N. IGNATIEFF

FATE has scattered Russians all over the face of our globe. At present there is scarcely any spot on earth, where the Russian tongue is not heard, or where at least a spark of Russian thought is not glowing.

The young generation seeks to make use of their potential energy by accumulating knowledge and acquiring experience, both being necessary factors which will render them more productive and more useful to their country where later the more active period of their lives will take its course.

Can they hope to be helpful to Russia? I believe that the answer to this question must be—yes.

A variety of forces, economic and historical, creates the differentiation of national characteristics of nations, but the fundamental features of mental endowment of humanity are everywhere the same. Education acquired under different conditions sometimes may be even a handicap when one is working in a new environment, but since the fundamental conditions are the same, the conflict of different tendencies and the solution of problems will eventually bring productive results.

As it is important for a tiller of the soil to know the past of his fields in order to get the best reward for his skill and labor, so in any cultural work one needs to have a clear mental picture of the path already trod.

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This is the reason why knowledge of the past of their native land is so important to young Russians who, while scattered all over the world firmly believe that in the future they will have the opportunity to put into practice in Russia their present knowledge and experience. Especially they should know about the cultural work that was done in Russia and that I wish to believe is going on there now.

May I, as one who worked in the field of Education in Russia, contribute a few strokes to this picture?

In the development of Russia the years following the Japanese War attract more and more attention of historians. In historic literature plenty of material has been accumulated that describes the great new dynamic tendencies which manifest themselves in the economic and political life of Russia during the years before the World War. But there is one aspect of the cultural life of Russia upon which not enough light has yet been shed, that is, Russia's endeavor to educate its masses.

The civilized world used to look at Russia as an extremely backward country, and at the same time it was surprised at the fact that almost in all domains of thought this country produced representatives of whom any other nation would be proud.

It was an anomaly: wholesale illiteracy and peaks of the world's enlightenment.

There is no doubt that the shortage of schools played a very important part, but the bills passed by the state legislature in 1908-1909, fully provided for the financial

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possibility of a quick growth in the number of schools.

In 1920 not only universal education would have been possible, but Russia could have hoped to begin the realization of the idea of compulsory, elementary education. But all this was no solution of the main problem.

Educators and the people as a whole were not satisfied with the content of education, with its very essence. The separation of education from life was keenly felt.

The Russian school, humanistic in its ideals, and scholastic in its methods of instruction, tended to develop the natural endowment of students in a very one-sided manner.

Man was considered almost exclusively as a being of abstract reasoning. Man's analytical abilities were not given enough attention and their development was considered to be of secondary importance.

The first to protest against this interpretation of education was the agronomist, who was one of the very important elements of culture and economic development of the masses. By virtue of the very nature of his work he was in close touch with more than 85% of the population.

The agronomist had above all the task to open the great book of Nature and the book of surrounding life for the people for whom he worked. The school that aims at the same goal, that guides the development of all aspects of the natural endowment of Man, that considers all his capacities to be of the same value from a

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broad cultural point of view—a school of this kind was the school that the agronomist wanted to have as a foundation for his educational work outside the school.

The same point of view was adopted by the Ministry of Public Instruction in 1915-1916. The stress of the Great War, sufferings of the economic and psychological strength of the country, often brought forth insuperable financial hindrances. But nevertheless the workers of the Ministry in perfect accord with members of the Duma and with prominent minds of the nation succeeded in working out a plan of reform of the whole educational system from its first steps—primary schools up to universities, inclusive.

The educational system was conceived as open equally to everybody, offering the same type of school to all classes and strata of society, and divided into cycles in accordance with age grouping of students. The middle cycle (from 14-18) was organized on the principle of polyfurcation. Higher education—the temple of pure science—autonomous by its very name and organized in universities for higher professional training together with the more practical and technical institutes. This was to prevent education from becoming too materialistic and to keep the study of pure science on a high standard. Each cycle was so planned that it would give in its level a finished education.

It was planned that together with schools for a general cultural education, a parallel ladder of cycles with emphasis on vocational and professional education would be formed.

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The fundamental aims of education were formulated as the development of all aspects of the natural endowment of Man—recognizing their equal value from the broad cultural point of view. In other words, as a denial of the superiority of purely classical education over realistic and an emphasis on the necessity of encouraging students to study the great book of Life for better understanding of the reality around us. Indeed the school planned was the school very close to Life, not separated from it.

This is a sketch of the reform as it was passed. The World War, and especially the conditions of existence of Russia after it, undoubtedly made it necessary to postpone the execution of the plan in full.

But I believe that the time will come when the Russian school, liberated from all kinds of political influences, close to Life and built only on purely educational principles, will be able to gather around itself educational leaders, who will direct a new generation along the path of cultural development—a harmonious development of all the various spiritual powers of human nature.

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Tendencies In Russian And American Thought

NIKITA D. ROODKOWSKY

ONE often hears discussions of Russia's spiritual and cultural development in contrast with some aspects of American civilization.

Many persons do not know exactly what they mean by "Russian Idealism" or "American Materialism".

The chief tendency of Russian culture is aspiration to Eternal Absolute Truth. This perennial thought of a Russian to find an Absolute Principle is best illustrated in the great work "Brothers Karamasoff" by Dostoevski.

It depicts what need there was for a Russian to find a God. This craving was deeper than anything else, deeper than daily bread or even his own life. Both Ivan Karamasoff and Smerdiakoff, when they ceased to believe as they wanted and were lost in conflict, found life to be without any meaning. The result for the former was insanity and for the latter—since "everything is permitted if there is no God"—crime and suicide.

It is true that Russians forgot many practical things because they centered all attention upon this great aspiration for the "Transcendental Realm of True Realities".

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This almost produced a class of theorists who invented wonderful plans as for example—how to make mankind happy—but who were entirely incapable of activity, and even of taking any steps to realize their theories in practice.

Roodin of Turgenev's famous novel of that name is the most classical example of a person whose actions were so different from his words, not because of hypocrisy but because of a simple complacent inability to readjust himself to his environment and go beyond conversation to action.

Was this dissatisfaction with everyday life and its constant criticism really useless? This great aspiration to the Eternal Absolute Truth which to the practical eye may appear so evanescent in its character, this idealization of everything—namely to see mystical meanings as concomitants of physical and natural events comparable to the highest ideals of medieval church—was not all that really unproductive?

Are not the greatest artistic works produced by persons who build a separate realm of imagination from their every day existence, a kingdom to which they can escape from the world of reality and be happy? In this line Russia excelled. Art in all its branches is akin to the religious attitude of mind and even has its origin in religious rituals as the Greek Drama for instance had its beginning in Greek Religion.

Russian art never broke with the great aspiration of man to God. Perhaps the greatness of Russian art is that it is safeguarded and has not lost the emotional

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and mystical attitude and deep consciousness in its reaction to the universe which usually characterize religion.

Russian literature can be understood only if we look at it from this point of view. Not speaking of such intellectual giants as Tolstoy, Vladimir Solovieff, and Dostoevski, writers of lesser magnitude occupied themselves with religious problems. The same may be said about the other branches of art as painting, music, or drama. Limitation of space will not permit us to prove in this short article that the chief moving power behind them was the same great aspiration to the Absolute Ideal.

In America on the other hand we see that a different atmosphere exists. In the United States the primal aim of the individual is to adapt himself to his environment and to mould this environment to his needs. The chief interest is to subdue the natural forces and control them. This requires activity, efficiency, work and complete absence of leisure. The contemplative side of life is laid aside and completely discarded.

It would be foolish to say that there is no ideal in this kind of life. There is a great ideal to make a paradise on earth rather than to imagine it in Heaven. The Ideal is to make man happy on earth, among natural forces which are not alien to him if he puts them to use. But this happiness may be reached by activity and work and not by creating and chasing some evanescent thing which is so elusive and incomprehensible to the human mind.

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John Dewey is the best exponent of the present American philosophy. He breaks entirely with the old traditions of Philosophic Thinking, the primal object and aim of which was to find the Eternal Truth or an absolutely comprehensible synthetic picture of the world. Dewey says that this is quite useless, that philosophy must satisfy itself with clearing the social and scientific problem in its relations to the world—that it is irrational to discover anything *absolutely* true in the world be it in nature or in man's social relations, and that all philosophic conclusions had to be tentative just as scientific truths are, and be discarded as new evidences to the contrary are discovered. In other words philosophy must busy itself with small temporary absolutes rather than with the ultimate one, which Dewey thinks is quite hopeless to find.

It is impossible to say what is happier for mankind. A life of contemplation, aspiration, and search for the Ultimate Truth, or a life of perpetual activity but of less consciousness in its reaction to the universe, of being just one cog in the great machine of present society which (though it says the primal end is the control of nature for the happiness of its different units and their progress) destroys individuality and deep thinking and refuses to say what it means by happiness or progress, and which excludes many values so precious to a human being.

Also a life full of activity may lead to neglect of other things. As John Burnet ably puts it: "The most ardent business men will tell you that they work

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hard in order that they may be able to retire; the misfortune is that when they retire they are very often quite at a loss what to do with their time."

Perhaps the present contact of Russian students with Americans will be beneficial to both. Already Russians have brought to America the best of its forces. A casual glance at musical and theatrical advertisements will show Russian names—Rachmaninoff, Chaliapin, Fokina and others. In a similar way Russian students may bring to their American colleagues (if there be constituted on both sides a proper contact with desire for good relations) greater spiritual insight, deep consciousness of the world around us, and the best ideals and tendencies of Russian culture in return for that more tangible and practical knowledge which Russians and Russia need at present.

Sketch by George Wiren

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SMATTER

February arouses a spirit of patriotic sentiment in the heart of every American, or should. It is the birth month of two of our greatest Presidents. One, the Father of His Country, the other sailed the Ship of State through turbulent seas and furnished an inspiration for the re-establishment of a Union that was all but dashed to pieces.

George Washington, first President of the United States, was the great grand-son of an English emigré, and was on intimate footing with the great feudal proprietors of the Virginia Colony. The modern biographies have exploded most of the myths regarding his inability to prevaricate, but, as far as we know, historians still agree that he was a surveyor and gentleman of considerable education who became commander-in-chief of an undisciplined raw militia, lacking in martial accoutrements. In 1775 the government which he had to fall back on was poorer than a church mouse. The well-equipped experienced British forces pushed these destitute exhausted colonists back whenever occasions were offered.

A French army of 6,000 men came to assist, and in 1781 the combined forces advanced on Yorktown, forcing Lord Cornwallis to surrender. Two years later at Versailles—imagine—(what reminiscenses that town has—Marie Antoinette, Napoleon, the U. S. A.)—a

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definitive treaty was signed, proclaiming the birth of the United States of America.

Washington retired but this American Cincinnatus was needed to preside over the National Convention in Philadelphia, and place the federal government on a firm basis. The Constitution consolidated by the Convention was called by Gladstone "the noblest work ever struck off at a given time by the mind and purpose of man." Then on February 4, 1789, he was elected to the presidency, re-elected in 1792, and four years later founded the third-term tradition.

The new country prospered; there was a rapid westward expansion and with the admission of new states this nation, which held the hope and expectation of mankind in its hands, was on the verge of splitting into two sections. One faction argued that the extension of slave labor to meet the increased demand for cotton in America and in Europe was an economic necessity, and the other had a growing conviction and determination that slavery must not spread to new territory but be confined to states where it existed. Then there came out of Illinois a record Rail-splitter (he and another man had been known to split 300 rails a day), honest, gawky Abe.

He had one year's schooling. He worked at the hardest agricultural labor and he studied law on the side. He became the sixteenth President in 1861, the most important principle of his party being the non-extension of slavery into the territories.

Eleven Southern States seceded and friends fought against friends, countrymen against countrymen, at

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times brother against brother in an overwhelmingly cruel Civil War. The world laughed. Perhaps more than one European monarchy would have been delighted to pronounce democracy a failure.

There were men in both armies who believed in the justice of their aims; there were many who held honor dearer than life. I dare say there were striplings who did not know what it was all about, but fought because their fathers believed it was the thing to do. That it was all unnecessary may not even now be conceded by some who still remember the horrors of those times.

As a military measure on January 1, 1863, Abraham Lincoln declared that all slaves should be freed. It was largely through the efforts of this man of the people that the Civil War was brought to a close, and both sides were horrified at the news of his assassination.

If you Russians don't know Walt Whitman's "O Captain, My Captain", read it and remember too that there *has been* such a thing as *American* reconstruction.

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Who's Who

The cover this month is the work of Leon N. Zaitzevsky (M. I. T. '26). Mr. Zaitzevsky is now with Maginnis & Walsh, Boston.

* * *

Professor John V. Emelianov founded the first large cooperative bank in Moscow in 1910, and in 1919 continued the work of cooperatives in London. He has edited several agricultural and cooperative periodicals, is the author of *The Cooperative Organizations of Farmers,* and translated into Russian Professor Irving Fisher's book on Economics. Professor Emelianov is with the Bureau of Economics and Business Research of Rutgers University.

* * *

The Alumni Association is in its third year. In addition to repaying their individual obligations, the members contribute to the Fund for the support of three students on the Pacific Coast.

* * *

Nikita D. Roodkowsky graduated from Columbia University in June, 1927.

* * *

It was in 1915 when Count Paul N. Ignatieff was Minister of Public Instruction in Russia that he created a plan for the reform of Russian schools, based on the principles underlying the educational system in America. Count Ignatieff is at present in the United States representing the Old Organization of the Russian Red Cross of which he is President.

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TABLE OF CONTENTS

COVER DESIGN—BOYARISHNYA.....*Nicolai Pavloff*....
POSSIBILITIES OF RUSSIAN-AMERICAN TRADE
Ivan Chernikoff.... 1
GERMAN-RUSSIAN COOPERATION .....*Hans Paschen*.... 6
YERMAK AND SIBERIA.....*Theodore V. Letonoff*....11
GOLD RESOURCES OF EASTERN SIBERIA..*Alexander V. Zoueff*....13
KIRGHIZ AND CAMEL, PHOTOGRAPH.....18
INTERIOR OF A TARTAR HOUSE, PHOTOGRAPH.....19
SMATTER 20
WHO'S WHO 23
ADVERTISEMENTS 24

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Possibilities of Russian-American Trade

IVAN CHERNIKOFF

FROM the organization of the European Steel Combine last year until the recent formation in October of the Pan European Chemical Trust, for winning over world markets, we witness the growing tendency of continental industries to unite their strength in order that they may compete successfully with the United States.

According to a number of reports printed in the *New York Times* (Sunday, September 25, 1927, Section 9, Special Features, first page—"Europe is Uniting in Economic Alliance" by Evans Clark) Europe is rapidly getting back on her feet, rationalizing its industries in methods of production and forming powerful combines of associated interests.

The business man in Europe is acquiring greater and greater influence in affairs of the state and thus is following the example of his American brethren.

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The recent French-American Tariff controversy brings to the fore the fact that, even now, some of the European nations are strong enough to challenge the viewpoint developed in this country as result of the war, which amounts in brief: "America is independent of the rest of the world, but the rest of the world needs American dollars!" For example we read in the financial section of the *New York Times* of December 27, 1927, the following note under the title—*Europe Praising Own Capital.*

"World wide changes in investment conditions have forced American bankers to make far reaching alterations in their negotiations for the purchase of foreign loans. For several years after the war the American bankers had merely to survey the available loans, choose the ones which they considered most desirable, announce their terms and then close the transaction. Now the problem is how to find an outlet for the capital that is seeking investments abroad. Many countries have become capable in a large measure of doing their own financing so that American bankers find still competition in bidding for loans. In addition, the older lending countries of Europe are resuming their activities, not only on that continent but in South America and elsewhere. This is reflected by a steady lowering of interest rates, on foreign bonds, and by an increasing number of refunding operations by which the bond sold at high rates in the post war years are being retired."

Without stretch of the imagination we can expect to see the position of the United States changed, from

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that of an aggressively inclined nation in World Trade, to one which will have to mobolize its utmost skill and strength in order to protect its present favorable position.

By imposing high tariffs, European nations can easily put American goods at a great disadvantage on the Continent and in the European possessions.

The only market which is free from any outside influence and which represents considerable interest to world trade, even at present, and which has unlimited possibilities for the future, is Russia.

When a normal form of government is established in Russia, no doubt an era of great activity will immediately commence.

As soon as private and foreign investments are protected by the laws of the state and international obligations are recognized, the development of the country's enormous resources will immediately get under way.

At that moment two things may happen:

1. American money will be borrowed by Germany and other European states, so that they may extend credit to Russia, thus diverting the flow of orders to their respective countries, and in addition making a profit on the reloaning process.

2. United States will establish direct relations with Russia and will extend its credit at a much lower rate of interest than the Europeans can ever offer, with the understanding that credit loaned out will be expended in this country. By this process, America may obtain a very strong position in the Russian market, which, even in the present boundaries, involves a territory of 8,200,000 square miles, as compared to that of con-

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tinental United States which is less than 3,000,000 square miles and with a population in greater Russia and Siberia of 144,815,000 according to preliminary figures of the census of December, 1926.

Thus the over-production of goods in this country and the surplus of capital would find an easy and profitable outlet, which would in turn bring continued prosperity and would help to maintain the high standards of living of the American people. To this may be added that the Americans would be always welcome in Russia because as it is aptly stated in the pamphlet entitled *Russia* and printed by the Guaranty Trust Company of New York City in 1916:

"There is no other country in Europe or Asia which may not be Russia's enemy within a few years after the present conflict is ended. The United States is the only great power with which Russia can trade with complete security as to a peaceful future. Moreover, the problems that confront Russia are similar to the problems that we have faced and familiarized ouselves with during the past century.

"We doubt whether any other nation is, by training, nearly as well qualified as our own to assist Russian people in the work that lies before them. Our needs of yesterday are Russia's needs today, and tomorrow—the building of railroads, the furnishing of power and light and water transportation, the construction and equipment of great manufacturing plants and of organization to develop and turn into finished products the natural resources of a vast area of untold richness."

In the United States several hundred Russian students are accomplishing and have completed their education in a great variety of specialties.

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In years to come these Russian graduates of American colleges will go back to their native country and many of them, who at present occupy humble positions in this country, will become people of importance and influence in Russian national life.

It is a pity that most of us will have to leave America with not enough enduring ties binding us to the American people.

At present, when we graduate from college most of our school friendships automatically break off, because our classmates in the majority belong to a different social strata than that in which we find ourselves upon graduation. The great difference of income builds up this wall.

This difficulty can be easily overcome provided American business men, interested in Foreign Trade, would get in touch with the Russian graduates for the purpose of discussing current Russian problems and the establishment of closer relations between those two groups.

By this method Americans, intending some day to do business in Russia, may acquire a better understanding of our national characteristics and may form acquaintances and friendships, which, in many cases, will eventually prove to be of paramount importance in the future.

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German-Russian Cooperation

HANS PASCHEN

NO country in the world has suffered so greatly during and since the war as Russia. Unparalleled losses of life, the process of trial and error of establishing a new social order, suspicion and fear of other nations in dealing with the new Soviet Union have rendered an economic comeback of Russia extremely difficult. Germany, France, Austria and Italy, and the other nations involved in the large European struggle, have never seen conditions quite as desperate as those in Russia.

Larger industries, cooperation among the people within each of these countries and help from outside were factors making for speedier improvement of economic conditions in these countries. Within less than ten years since the cessation of hostilities we have seen practically all of the countries of Europe return to stable—or fairly stable—currencies. The German currency was stabilized with the help of foreign loans, Germany accepted the Dawes Plan of Reparation payments, and in order to enable her to make these payments her foreign creditors loaned her large additional sums with which to rebuild her industries. Once this process of reorganizing the German industries had been carried through, it was believed that Germany would be able to meet these Reparation payments out of the excess of her exports over her imports.

Unfortunately, however, Germany has an excess of imports over exports and there are fewer foreign im-

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porters who need Marks than Germans who have to buy foreign currencies for the payment of goods imported into Germany.

Most countries have developed their own industries during the war and in the years thereafter. India has its cotton mills now; new industries have been introduced in South Africa; the industrialization of the Latin American countries and Japan has progressed; the United States has greatly expanded her manufacturing capacity and American exports have become an important factor in the world's foreign trade. Some of the petty states that have come into existence in Europe since the war have created industries of their own which can only live protected by high tariff barriers. At the same time the European nations have become poorer and can consume less. As was said before, almost the whole world has become industrialized. To this there is an important exception: Russia. The Union of Soviet Socialist Republics lost well toward a third of its industrial establishments by the war settlements; it allowed much of the remainder to run down during its experiments in communism.

It was estimated by the Soviet leader, Stalin, that Russia's industrial production had advanced to 71 per cent of the pre-war output by September, 1925. While other countries increased industrial production to the utmost, Russia destroyed much of the little she had and worked at 71 per cent of capacity in 1925, and only reached the monthly pre-war rate of output in the fall of 1926.

If anywhere, the world's market for excess manufacture must be in Russia. Germany, in particular, may

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be able to increase somewhat exports to other countries. However, large increases of her exports can only be made in her Russian business.

Of course, there are many other countries just as anxious to do business with Russia, but it seems as if there are reasons to believe that an exchange of goods from Germany to Russia and from Russia to Germany will be more active than business of Russia with any other country in the world.

Germany was Russia's best customer in 1913; 29 per cent of Russia's exports went to Germany, next came Great Britain receiving 17.6 per cent. In 1926-27 Great Britain took the first place receiving 29.1 per cent of Russia's exports, Germany being second with 24.7 per cent. This decline of Germany's imports is due to the decreased production of foodstuffs in Russia which were the principal export commodity to Germany. As Russia gets on her feet again these exports will greatly increase and there is no doubt that the bulk will go to Germany, because due to losses of farming area to Poland, Germany is even more dependent upon foreign countries for farm products than before the war.

And as to Russia's imports; 47.5 per cent came from Germany in 1913 and 12.6 from Great Britain. In 1926-7 Germany supplying 25.3 per cent of Russia's imports still holds the first place, although she was handicapped by lack of capital to extend credits and had not finished reorganizing and modernizing her industrial system. Great Britain contributed 18.6 per cent of Russia's imports in 1925-26 and 15.6 per cent in the

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following period. She lost second place to the United States which, as an extremely active competitor to Germany, was able to increase her share of Russia's imports from 17.8 per cent in 1925-26 to 23.0 per cent in 1926-27.

It would seem that Germany's chances to retain her place in the world's trade with Russia are not bad. In business and trade of every kind it is a bit of common sense that a satisfied customer returns again. Machinery bought tens of years ago has to be repaired and replaced; what is more likely than that the orders will go to the old address? It may be advanced that Germany producing on a much smaller scale than the United States cannot meet this competition. Large scale production—a wider market—is all that is necessary to enable Germany to measure up to any competitor, and once she can shift production for Russia into high gear, Germany has the additional advantage of lower freight costs resulting from her geographic situation.

Russia's credit standing was destroyed by the Soviet Government's refusal to recognize Russia's pre-revolutionary foreign debts, and foreign money markets have been closed to any form of Russian financing other than granting of trade credits. While some countries broke off connections with Russia for this and other reasons, Germany decided it was more important to think of future business than of past debts—and although much criticized abroad—initiated large trading credits to Russia in 1926 and 1927. An article which appeared in the Berlin "Vossische Zeitung" of November 6, 1927 defending this credit attitude reads in part:

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"We are today face to face with the cardinal point as to whether we are willing to grant long-term credits to Russia. For economic and political reasons it is obvious that Germany by herself is not in a position to make investments on a large scale in Russia.

"But her geographical, historical and political position give her in a still greater measure than heretofore the possibility of acting as moral trustee to America and, perhaps, as financial guarantor for Russia, on condition that some corresponding equivalent is given to German industry on the Russian market. After 10 years of Soviet Russia it appears to us that the risk Germany would take under such an arrangement would no longer be insupportable."

Under normal economic conditions every country exports what it can produce more advantageously than others, and even assuming that a larger market will be opened up in the East, enabling Germany mass production at decreasing costs, there naturally remain many things that can be made better or more cheaply in the United States or Great Britain. Russia besides, does not buy from the country that likes best to sell to her; she will buy where she gets the best quality, the cheapest prices, the most favorable credit terms and the best service.

It seems likely that German industry will make every effort to be the one to give this best service. And as Russia develops, these neighboring countries may become increasingly inter-related, Russia feeding the German workman and Germany returning whatever manufactured products the Russian farmer needs.

From the standpoint of foreign countries such development would have to be greeted in many ways, as it is a solution of Germany's efforts to pay what she must to the rest of the world.

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Yermak and Siberia

THEODORE V. LETONOFF

IN the latter part of the fifteenth century, along the rivers Kama and Ural, lived a rich Russian family by the name of Strogonoff. This family, which was engaged in agricultural pursuits, came from Novgorod and belonged to the old Russian aristocracy. Strogonoff's family spread their influence over the Ural but there they met strong opposition by the Tartar Khahn, called Koutchum. Khahn Koutchum was very brave and he harassed the Russian borders. In 1582 the Strogonoff family invited Yermak Timopheevich, the leader of independent Cossacks from the plains and the Russian mother river Volga, to go to Siberia and establish satisfactory conditions.

The independent leader with 840 brave men reached the river Irtish, gained a victory over Koutchum and took his town Sibir. Yermak notified the Tsar of Moscow, Ivan IV, called the Terrible, who sent an army to Siberia for the final victory over the Tartars.

It took a long time for the Russian people to become masters of Siberia because the Tartars were continually fighting against the Russian regime. In one of these battles Yermak was forced to cross the river but because of his heavy uniform he was unable to swim and was drowned.

His splendid spirit and deeds are still remembered and many songs and stories about Yermak and Siberia live yet in Russia. It may be that the future progress

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of Russia depends to a great extent upon the development of natural resources in Siberia. Yermak is one to whom all Russians stand in great debt because he gained rich lands and rivers for Russia and brought her to the open ocean, and to communication with the civilized world in both the eastern and western hemispheres.

TARTAR FAMILY IN THE YENISEI VALLEY

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Gold Resources of Eastern Siberia

ALEXANDER V. ZOUEFF

IT is commonly known that Siberia has an abundance of many kinds of metals and minerals. Once I happened to see a map of eastern Siberia which indicated the deposits of metals and minerals discovered now and then. No regular geological survey was ever made in this country. The map was dotted with all possible colors and especially around the tributaries of the Lena river, which are more frequently visited than the other parts of eastern Siberia. Northeastern Siberia is quite unexplored, but there is absolute evidence of the great gold mining future of the land. * Really, cold and gold are the most important characteristics of that country.

Some years ago a Japanese professor stated that geological data and the situation of all discovered gold layers of northeastern Asia show one great continuous bed of gold. In the Sayansky mountains, Yablonevy mountains, Stanovoy mountains, and then under the Bering strait to Alaska, gold was traced and is expected to be in great abundance all the way along.

* John Hays Hammond, who has spent most of his life getting gold out of the ground, wrote recently in *The Nation's Business*: "Siberia is probably the most promising of the potential gold fields. For a long time before Russian conditions grew chaotic that region yielded from $20,000,000 to $30,000,000 a year. The region around Lena, Siberia is most promising. When stable government is reestablished, this part of the world may respond to development."—Editor.

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I have a good friend who is an old prospector. He has spent his life of sixty years in the vast marshy forest of "tayga" of eastern Siberia. He has never seen a train or an automobile. From experience he says that gold may be found at any place along the sea of Okhotsk or the Pacific Ocean.

Lena gold fields on Vitim are the largest mines of all Russia. Under American and English management these mines produced over 1000 poods (about 36,000 pounds) of gold every year. It is an interesting picture to watch the procedure of picking the gold from the machine after half a day's work. I was there in 1916 when the mines worked at full capacity. In 1920 when nobody thought of taking care of them, the largest mine (Feodosievsky) was flooded and the electric machinery partially destroyed.

The gold fields of Okhotsk have an adventurous past and, probably, a very interesting future. In 1918 there were organized several expeditions to Okhotsk, Inia, Ulia, and the northwestern coast of the sea of Okhotsk. About one hundred and twenty applications of Russians who had special permission for prospecting in this region, were sent to Vladivostock. About fifteen hundred linear versts (1000 miles) have been staked by different persons on Ulia, Ottava, Chilchikan, Urak, Ohota, Kuhtuy, Marekan, Ulbeya and Inia. During several seasons there were attempts to start prospecting, but political conditions prevented anything. The development of the country has been extremely weak.

Okhotsk and the land situated behind it toward Yakutsk cover the largest fields of silver and lead in the whole world. The Okhotsk land containing gold is

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about ten thousand square versts (about 4800 sq. miles) and according to the opinion of one well acquainted with this country, an American engineer, Charles Wells Purington* (who perished in the Japanese earthquake), this Okhotsk region is the most suitable place in the world to use dredges.

All this great space around Okhotsk, Ulia, Inia, Loshadinaya bay and Tauyskaya bay is free from ice and may be visited by large steamers nine months out of the year. December, January and February, on account of big storms, are not favourable for navigation. In April and May there are fields of ice brought from the northern part of the Okhotsk sea (Gijiga), but this can easily be overcome by icebreakers.

Purington gives a rough calculation of gold taken out of the Zolotoy mine, Varvinsky mine, and some others. About seven hundred and fifty poods (27,000 pounds) are traced but this amount is very far from what might be taken. This gold was taken from the upper part of the frozen layer of the ground. The prospectors had no machinery and it is impossible to

* According to the published Transactions of the American Institute of Mining and Metallurgical Engineers of 1924, Charles Wells Purington, (Harvard, 1893) made investigations in 1907 on the Amur River for the British and in 1911 was consulting engineer for the Lenskoi mines in the Lena Goldfields. After the war he inspected the rich placer deposits on the seacoast of the Okhotsk but due to political conditions was compelled to postpone his activities and he went to Japan. His writings are widely read by the engineering world and his opinions are held in the highest regard.—Editor.

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fight with "taliki' by hand, i.e., with watery non-frozen part of ground under the frozen upper part. Purington says that without going into details about ninety thousand poods (3,250,000 pounds) of gold may be taken principally by dredging a thirty mile wide strip of the seashore near Okhotsk, Ulia, and other mentioned creeks and rivers, without any limitation of time and with sufficient capital. The capital needed to start this enterprise is several millions of dollars.

There are some indications of very rich alluvim sand on the terrace around Longinsky mountains near Okhotsk. According to Purington's statement, a sixty foot deep probe of the Varvarinsky mine showed the content of gold which may be compared with that of the richest mines on the Lena fields.

As I mentioned above, water is the main foe with which the prospectors have to fight at this particular place. The marshes are very characteristic of northern Siberia and abundance of water is everywhere. Even at the top of the hills you can find a marsh very often. I had instructions to go around Okhotsk as far as possible and only thanks to a very dry summer I was able to cover about five hundred versts (330 miles) making a rough surveying map of the country. Most troubles of a prospector come from water. Very often after digging deep enough to see the first gold, one is forced to leave the place on account of coming water.

There were in Okhotsk about thirty American prospectors who, hearing the tales of gold, came, hoping to find another California. But almost two years were spent in vain; energy and money gone and the gold, being so near, yet still remains under the mighty pro-

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tector. Some places, where the auriferous layer is not so deep, the miners were able to take some, but far from the amount that could be taken with machinery. Money and machinery are the things that were, are and will be needed, and when properly applied these two factors will bring a great profit.

The gold mining in Amur river region was more developed as compared to that of Okhotsk. Two electric dredges of American make were installed at Lake Chlia. About six hundred poods (21,600 pounds) of gold were taken before the Civil War ruined everything and three-quarters of the population of Nikolaievsk on Amur, including women and children, were killed. These electric dredges were the first complete technical equipment of its kind in Siberia.

The lakes Udil and Orel near Nikolaievsk on Amur have large gold fields around them prospected and started for exploitation until stopped by war and revolution. *

* The gold output of Russia at the present time is 42 per cent of the pre-war figure. Before the war 50,000 placer miners were at work, today only 12,000. The present government has spent $22,000,000 in an effort to modernize the gold industry. American methods are being studied and it is expected that American equipment will be used.—Editor.

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KIRGHIZ AND CAMEL

"The Kirghiz are from the same stock as the Turks of eastern Europe and are said to have originated in the Yenisei basin of the Altai. The Kirghiz are entirely pastoral and are nomads who move about with their flocks and herds as the grazing changes."

WILLIAM J. MORDEN *in* *Across Asia's Snows and Deserts*

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INTERIOR OF A TARTAR HOUSE, PROBABLY A BURIAT'S YURT

"The Buriat tribe has lived for many years in Southern Siberia where they have become to some extent agricultural. They are slightly higher in the scale of intelligence than other Mongol tribes. Each YURT *had a circular metal brazier in which the occupants put one of their two or three cast iron bowls."*

WILLIAM J. MORDEN *in Across Asia's Snows and Desserts*

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SMATTER

There are three books now on the market which will help interpret America to Russians. Many of you have admired Americans for their energy. It would seem that Fannie Hurst wrote *A President Is Born* to emphasize this quality. Every character is saturated with it.

The book is encumbered with details and repetitions, but it is a clever piece of reporting on life in America since 1903. Many of your classmates have come from families and homes like the Schuylers and no doubt some of your best friends were born in 1903. If you have trouble in understanding them, you will find the answers to many of your questions in this book. To me Miss Hurst's latest novel is not what it is to Don Marquis: "The thrill I have been waiting for all my life," nor does it stand, as Grant Overton puts it, among the greatest novels of the new world. But it *is* an interesting picture of contemporary life.

As a supplement to this feature story, it is quite essential that those interested in scraping the veneer of America, read Mark Sullivan's series whose "aggregate purpose," according to the author, "is to tell the story of the average man in America." Mr. Sullivan believes that the schools have provided a larger portion of the American stock of ideas than was the case with other nationalities. Those who went to school in the 70's and 80's, or, we would like to add, even later, were taught industry, mercy and self-control by McGuffey's Readers; the histories emphasized liberty, freedom and independence and this he declares, accounted for the

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fight the same generation made when they voted against economic oppression. Cruikshank's Geographies claimed that America was God's country; the result of this teaching Mr. Sullivan observes in the condescension of American doughboys during the war and in this country's "attitude of self-sufficiency in international relations."

He states a fact which I fear most Russians do not consider when making criticism of our educational system: "The common schools were founded and maintained on the principle that all the people should have some learning, that the entire nation should be literate." The changes from the time when small boys ran errands for a gingerbread tip, when money meant little because nobody had any, when children *went* to school instead of *being sent,* to the later era of bigger and better business, as traced by Mr. Sullivan, certainly should be enlightening to many a Russian. There is the interesting story of the Dayton boys who knew little physics and mathematics but who had to rewrite all that scientists had written about aerodynamics, before their plane would fly.

Then—after this—read the February Literary Guild Book, *The Great American Band Wagon*—and verify your impressions of Americans as they are in 1928. Here are some samples:

* * * * *

There were sixty million people of adult age in the United States at the last census. There are . . . . . eight hundred active secret orders with thirty million members. In 1928 half of us have a watch-charm and a counter-sign. We are the world's greatest joiners.

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Into a nation that lives at top-speed most of the day and comes home much too wide-awake to settle down, the radio brings a stimulus for tired nerves and something to distract us from the dull business of staying put at home.

* * * * *

The farmer's son goes to college and becomes a mechanical engineer. The engineer's son goes to college and becomes a scientific farmer. The bank teller takes a night-course in admiralty law, the school-teacher studies structural drafting after hours, the street-car conductor is going in for real estate when he has finished six more lessons and the butcher's boy is learning to be a detective. The night lamp burns. And the colleges grow and build new halls and add new courses and invent new sciences because the search goes on.

* * * * *

We turn casually to the day's news at breakfast . . . . . and in bold type spread the full width of a front page find that a new hero has sprung full-panoplied from the news like Minerva from the head of Jupiter. . . . . There is an epic quality about our heroes that gives them stature. There is a flair about their way of doing things that gives them headlines.

* * * * *

This is a new America. All that it is safe to say of it is this: it will be a still newer America tomorrow. For we are a restless people, with a great store of curiosity and an immense reserve of energy, a heritage of youth and a tremendous will to go somewhere.

Show us a new goal and we shall be off again . . . . .

Americans will enjoy these three books, too.

A President Is Born. By Fannie Hurst. New York: Harper and Bros. 1928. $2.50.

Our Times: The United States 1900-1925. Volume II. America Finding Herself. By Mark Sullivan. New York: Charles Scribner's Sons, 1927. $5.00.

The Great American Band Wagon. By Charles Merz. New York: John Day, 1928. $3.50.

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Who's Who

The *Boyarishnya* on the cover (designed by Nicolai Pavloff) is on her way to the Carnival where she will welcome the coming of Springtime.

* * * * *

Ivan Chernikoff completes his work in the Amos Tuck School, Dartmouth College, in June.

* * * * *

Hans Paschen, the son of Admiral Carl Paschen of Kiel, Germany, is a classmate of Mr. Chernikoff.

* * * * *

In Tobolsk, Siberia, there is a marble obelisk—upon which is engraved: "To Yermak the Conqueror of Siberia, 1581-1584." The account of this conquest, printed in this issue, was written by Theodore V. Letonoff, a senior at Pennsylvania State College, Department of Chemistry.

* * * * *

Alexander V. Zoueff, a junior in the electrical engineering department of the University of California, was born in Irkutsk. He had engineering experience in the regions which he describes. We advise Americans to enlist the services of a first-class atlas before reading his article.

* * * * *

Although the series of photographs now running in *The Russian Student* were taken over twenty years ago they are not unlike recent pictures. Many of them resemble the photographs taken in 1927 by William J. Morden, leader of the Expedition for the American Museum of Natural History, and reproduced in his book, *Across Asia's Snows and Deserts*, recently published by Putnam.

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TABLE OF CONTENTS

COVER DESIGN—Monument Russe à St. Stefano *Peter Obninsky*....

CHRISTOS VOSKRESE!.....*N.A.B*..... 1

AN EXAMPLE OF ADAPTATION.....*Arthur J. Jones, Ph.D*..... 6

RUSSIAN MUSIC.....*Dimitri Petruchuk*....12

OLD PICTURES OF BUSINESS.....*Alexis R. Wiren*....17

SMATTER 21

WHAT ABOUT RECORDS!.....23

WHO'S WHO 23

ADVERTISEMENTS 24

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Christos Voskrese!

N. A. B.

HOW long ago it was! Probably fifteen or sixteen years back, but sometimes it seems to me that the centuries lie between, so deep and wide is the gap between that past and my present life. I close my eyes and see myself again a boy of thirteen or fourteen, a student in a gymnasium in Russian Turkestan.

It is Saturday of the sixth week of great Lent—Palm Saturday—which every faithful Russian celebrates in memory of Jesus Christ's entrance into Jerusalem.

Our gymnasium has no separate church, but the girl gymnasium has, so both gymnasiums use it together. I stand in one of the ranks on the right side of the chancel with a green branch in one hand and with a lighted candle in the other.

It is partially dark in the small Church, only

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the trembling reflection of the candle flames illuminates the faces of my neighbors and glistens in the silver buttons of their black uniform shirts.

I listen to the soft singing of the choir, to the senile voice of the priest and look occasionally to the left where the other lines of burning candles dimly illuminate the dark brown dresses and the white aprons of the girl students . . . .

After the end of the service the streets seem to be filled with a noisy crowd of students and other church visitors carrying burning candles.

It is the custom not to allow the holy light to be extinguished and to bring it safely home. In the soft southern breeze it is a rather difficult task. Many candles are extinguished and their possessors try to light them again from those who are more lucky.

This spectacle of hundreds of trembling lights traveling in the darkness of the night, how symbolic it is! The few natives in long oriental dresses and turbans stop and look at our procession with their usual Asiatic coolness.

What do they think? These former masters of this picturesque land, whose city, centuries old, visited once by Alexander the Great, lies behind us with the sombre shadows of its ancient mosques built by Tamerlaine, the Conqueror . . . . .

The next week our house is in a state of continuous turmoil. Under the supreme supervision of my mother, preparations for Easter are going full speed ahead. Besides the general cleaning performed by the orderlies, feverish work is going on in the kitchen, where all such

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inseparable attributes of the Russian Easter table as *paskhi, culichi, babi, ocoroka* . . . . . are baked and eggs are painted in different colors and designs.

Forgetting for awhile my masculine pride, I slip to the kitchen myself and inspect the mountains of things so sweet and seductive. I have a strong temptation to forget about Lent and to taste everything at once. However, I decide at the end that only the almonds prepared for the *mazurki* would not hurt my conscience too hard, so I take a handful of them and, accompanied by the suspicious looks of our cook, Dasha, retreat to the house . . . .

All these days the bells in the Churches clang drawlingly and mournfully.

Twice a day crowds of people go to the Churches and then to confession and on Thursday and Saturday to Holy Communion.

On Thursday night there is a special service—"The reading of the Twelve Apostles" and on Friday afternoon the image of the crucified Christ is solemnly carried from the altar and placed in the middle of the Church.

. . When Saturday comes, the pre-holiday stir and agitation reaches a climax. After dinner there is a constant noise in the dining room where the Easter table is spread for the visitors of the next day.

The time is going so slowly for me and my sisters. Only about 11 o'clock at night everybody begins to go to Church . . . . .

I put on my best white uniform and gaze for a while into the large wall mirror. After all I have a

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secret, and very strong hope to meet Verochka, a friend of my sisters, tonight and say to her *Christos Voskrese* (*Christ is risen*) . . . . . .

When we leave our house we find the streets animated with the people who hasten to the Churches under the summoning accompaniment of the ringing bells.

Our small student Church is full of people, who look so solemn and resplendent in their holiday dresses and uniforms. It seems to me that this holy night everything has somehow changed in its appearance and looks now better and more joyful. The large lustres send the waves of light into all corners of the Church Hall and shine in the golden vestments of the priests.

Now the procession is formed of the priest with his golden cross, of the church gonfalonier and bearers of the ikons, of the singing choir and of all of us with burning candles, and starts its march around the Church.

After the brilliantly illuminated Church it is rather too dark outside in the warm spring air, filled with the spicy perfumes of the blooming acacias and jasmine. The victorious words of the choir, which just turned around the corner, sound now half deafly and softly . . .

At 12 o'clock when the windows shatter suddenly under the distant blast of the fortress gun, the church doors open wide and the priest appears with a golden cross in his hand and with the first proclamation *Christos Voskrese* (*Christ is risen*). *Voistinu Voskrese* (*He is risen indeed*)answer all the people unanimously and the choir joins joyfully in these words. Then people come to each other and with exclamations

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Christos Voskrese—Voistinu Voskrese—kiss each other three times.

I try to get to the place where my sisters are standing, but suddenly come to a collision with the inspector of the gymnasium, our regular terror and scarecrow. His usually stern face now spreads in a goodhearted smile and with a loud *Christos Voskrese* he presses me to his bearded breast and kisses me thrice before I find the presence of mind to answer *Voistinu Voskrese* . . . .

When we return home, my father and my mother, who attended another church, are already there, as well as some guests invited to the night celebration. There are again exclamations *Christos Voskrese—Voistinu Voskrese* and kisses, presents, good wishes . . . .

It is two o'clock in the morning now, but I run to the kitchen to say *Christos Voskrese* to the cook and to break my painted eggs with those of the orderlies.

Half an hour later I am lying in bed turning over the events of the last day and dreaming of the pleasures of the next week.

Very soon I fall asleep, but for a long time yet the Easter images run in my head. I see the brilliantly illuminated Church, the merry crowd in dress uniforms, evening gowns, the golden curls of Verochka, her pretty blushing face, when I came to tell her *Christos Voskrese*, then suddenly the large flaxen beard of the inspector screens everything. I cannot understand what he wants from me, but suddenly there is a feeling of sinking down and I forget everything . . . . .

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An Example of Adaptation

ARTHUR J. JONES, PH.D.

WHEN any group of men leave their native land, journey to another country, and set up new homes, they take with them their habits of language and dress, their social customs, their religion, their ideas of law and order, and all the other social habits to which they have been accustomed.

If they enter a country already settled, where social customs have already been somewhat crystallized, they usually merely adopt the new. But when the new environment is the frontier, where there is no law except what they make themselves and no social customs or institutions to which they must adapt themselves, then the process is quite different. The old habits persist for a time, but very soon new customs and institutions must be forged to meet the new situation. We then have the very interesting phenomenon of a gradual change from the old habits and customs to ones that are often entirely new.

This was the origin of the system of public education in the United States, and it may be interesting to trace very briefly some steps in its growth. We will here consider the development as it was in the New England colonies only, for the reason that our present system is based more largely upon the schools established in the New England colonies than upon those in the Southern or the Middle colonies.

The Puritans brought with them their own social-religious ideas of education and speedily set up the three

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types of educational institutions to which they had been accustomed. These were (1) the elementary school, in which the fundamentals of reading, writing and arithmetic were taught. These were intended for children between the ages of 7 and 14. (2) Parallel with this was another school of gifted boys between the ages of 7 and 14. This was called the Latin Grammar School and aimed to prepare directly for college. In England these schools were attended chiefly by the well-to-do, the upper classes. So in the colonies the original idea was that the Latin Grammar School was not a school for the common people. (3) Harvard College was designed to train leaders, especially ministers, whose influence on the early colonies was very great.

All of these institutions were well established by 1640. The elementary school did not lead to the Latin Grammar School but was like the German Volksschule. The Latin Grammar School and the college made up a connected system for the training of leaders. Of these schools, the elementary and the Latin Grammar School may properly be considered to be public schools, in the sense that they were supported and controlled by the public, although tuition was always charged. Harvard College was not considered as a public institution in the same sense.

Let us remember that these three institutions represent the schools directly carried over from England. That they fairly well meet the needs in the new home is attested by the fact that they continued to exist and function with slight modifications for nearly 200 years. Much longer, in fact, than our present system has endured. To be sure, their continuance was not

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without great struggle. Primitive conditions in the new country emphasized physical strength and endurance more than schooling. The bare necessities of life were hard to secure and took all the time and energy it was possible to give. Consequently schools were not numerous nor very well attended. But the spirit of education was kept alive and the schools provided real leaders for the colonies.

The frontier was a hard taskmaster and called for qualities of leadership not based upon distinction of classes. The man who dared, who was able to make new adjustments, who had definite leadership ability as a man and not as a member of a class, was the one who became the leader. Consequently class distinction broke down. Wealth and property changed hands and there was a readjustment of power and influence. The Latin Grammar School and Harvard College came to be regarded as schools for the training of leaders not only chosen from the so-called upper classes, but from any source whatever that promised leadership material. This was the beginning of our ideal of complete educational opportunity for everyone regardless of race, class or wealth.

Gradually the frontier was pushed back, living conditions became more stable and less hazardous, factories multiplied, commerce increased, the colonies became an independent nation, conscious of its own existence, its own problems, and its own powers. New leaders were needed in all lines of activity. Cities developed and there were time and money for other types of school.

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In 1821 the first public high school was established. This was called the English Classical School, was located in Boston, and was intended to give further training, three years, to boys who did not care to go to Harvard but whose parents wished them to have further schooling, especially along the lines of business and commercial education. Three years after this a girls' high school was opened in Worcester and in 1826 a similar school was opened for a short time in Boston. These new schools led directly on from the elementary school and formed the second unit in our present school system.

In 1827 the establishment of high schools was made compulsory in Massachusetts in places of a certain size. This was met with some opposition at first but on the whole the provisions of the law were fairly well carried out. Many cities and towns could not afford to maintain the two types of school, the elementary and English High School on one hand, and the Latin Grammar School on the other, and accordingly, often combined the Latin Grammar School with the high school. Thus it came about that the Latin Grammar School was absorbed into the new system. This made a more or less coordinated school system beginning with the elementary school and ending with preparation for college. The college was still considered as a separate institution. From the beginning, there had been private schools, called Dame Schools, in which young children were taught to read preparatory to entrance into the public elementary school. Gradually these also became public and were added to the system. By 1860, or before, we

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find practically complete, the system of schools in general use today—an elementary school of 8 or 9 grades and based on this a high school of four years.

In 1861 the federal government took the first steps leading to the foundation of state universities, thus completing the system. This action was in the form of a gift of land to each state, the proceeds of which should be used for the establishment of colleges or universities. From time to time, the government has added to the original gift, thousands of acres of land and millions of dollars in money, so that these institutions are now well endowed and capable of rendering great service. Since it was for the most part the newer states that benefitted from these grants, the complete system of public education from the primary school through the university is not usually found east of the Allegheny Mountains.

This subsidy from the federal government carried with it no power to regulate education in any state. In this country the states are entirely autonomous as far as education is concerned. The government assists both in land and money and in gathering and distributing useful information, but assumes no authority in matters of education. The only supervision exercised is to make sure that the annual grants of money are used for the purposes intended. Even this supervision is more or less nominal.

We thus see a nation thoroughly committed to the idea that it is the right and the duty of the state to provide a system of education from the kindergarten through the university, organized, supported and con-

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trolled by the state and administered, not for the upper classes, but for all, rich and poor, high and low, white and black and yellow—for anyone who can profit by the work offered.

No one can understand the educational system in America who does not fully appreciate this attitude of the people as a whole. Let us restate these principles as they are now accepted by the majority of our citizens and are gradually being realized in our system of education.

1. Every individual *needs* all the education he can assimilate.
2. Every individual *is entitled* to all the education he is able to assimilate.
3. The safety and progress of the state (a nation) demands that each individual receives the kind and amount of education that he needs.
4. It is the right and duty of the state to provide educational facilities sufficient in number and nature for each individual to attain the education he needs.

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Russian Music

DIMITRI PETRUCHUK

RUSSIAN art of any kind manifests on the part of its creators a highly developed understanding and penetration into the innermost recesses of the human heart and soul. Russian music has no rivals. Its beauty is unsurpassed. Its meaning is more philosophical than the works of Kant and Schopenhauer.

The following sketch does not intend to represent the whole treasury of Russian music. It is a brief outline of this great field.

Russian music may be divided into four periods, the Primitive Period, Byzantine Period, Transition Period and the Modern Period.

For us the two last periods are of importance. The period of transition began in the reign of Tsar Alèxey Mikhailovich (1645-1676), father of Peter the Great when Italian and German musicians became popular in Russian cities. For more than one hundred years, pure Russian music was considered by foreign artists as barbarian, and lacking in refinement. The Russian language, in their opinion, did not possess harmony melodiousness nor the power of expression which are necessary for good music, and all opera was sung in Italian.

The status of native music in the United States today may be compared with that in Russia a hundred years ago. In October 1925, Otto Kahn, the most prominent patron of music in this country, issued a twenty-four page pamphlet concerning American music. Mr Kahn

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wrote: " . . . . English is by no means an unmelodious language to sing . . . . . Italian language which is, of course, of all languages the one best adapted for singing . . . . . The Metropolitan Opera Company does not believe itself called on to lower its standards for the sake of proving its 'Americanism'! . . . ." Foreigners in this country just as a century ago in Russia, with their traditions, with their spirit strange to Americans, predominate one of the greatest and most important arts.

The war with Napoleon in 1812 gave a tremendous impulse to Russian national life. Russians began to realize their wealth in music, their endless number of folk-songs. M. I. Glinka (1804-1857), the father of Russian national music, was the first composer who rejected foreign models and used the folk songs for his operas, romances, et cetera. The opera, *A Life for the Tsar,* which was written in 1836 and *Ruslan and Ludmila* (1842) based on Russian folk tunes and plots were the beginning of a new national era in Russian music. People appreciated these masterpieces so dear to their hearts.

But Glinka was an instrumentalist; he did not do much for vocalism. It was A. Dargomyzhsky (1813-1869) who developed Russian vocal music. He was a pure realist. His purpose was to fit melodies to words. He wrote several operas, among which the best are: *Russalka, The Stone Guest, Rogdana.* Besides operas Dargomyzhsky created many wonderful romances.

These two men furnished the stimulus to Russian national music, and soon a mighty group of composers grew up. I mean the so-called *Great Five* or the *Balakirev Circle* to which Balakirev, Borodin, Mus-

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sorgsky, Rimsky-Korsakov and César Cui belonged. These five men brought Russian national music to the highest level and made it famous throughout the world. Truth and nationalism were their purpose.

Balakirev (1837-1910) and Cui (1835-1918) do not rank high as composers. Balakirev is known as the pivot, as the leading spirit of the school. Cui was the guardian, literary champion of the school.

M. Mussorgsky (1839-1881), an army officer, was the real genius, the great realist and humorist in music. No other composer so thoroughly understood Russian psychology, no one gave so faultlessly the spirit of the part as he. When you hear his music, you have an impression of reading a truthful historical novel. Mussorgsky wrote two operas, *Khovanstchina* and *Boris Godunov*. Both are pure Russian in plot and melody.

Borodin (1843-1887) was professor of chemistry in Medico-Surgical Academy of St. Petersburg. At the same time he devoted himself to music. His only opera *Prince Igor* has a national plot and deals with Russian history a thousand years ago. Besides pure Russian melodies he used oriental tunes.

Rimsky-Korsakov (1844-1908), an officer of the Russian Navy, was the most brilliant and most prolific composer of the *Great Five*. He was a master of musical beauty and perfect forms. He was an optimist, and composed in the major key. His orchestration is so rich, so beautiful, so many sided that the listener wonders. It is difficult to say to what department of music Rimsky-Korsakov belongs: orchestral or vocal. He wrote many operas, among which are *Sadko,*

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Snegurochka, Tale of Town Kitez. He produced besides volumes of songs, duets, cantatas, choruses and symphonic music, including the beautiful suite *Scheherezade.*

Besides the National School there were two others; the Western and Cosmopolitan. The Western School is represented by Rubinstein (1829-1894), Serov (1820-1871) and others. Rubinstein is known more as an educator, although he produced several valuable pieces as the opera *Demon,* songs and pieces for piano. He propagated the Western European classical ideas in music, and together with Serov, the first music critic, advanced musical education. Rubinstein was a leading spirit in the foundation of the Imperial Conservatory of St. Petersburg in 1862 and the Imperial Russian Musical Society in 1859, perhaps the greatest musical organization in the world. As a composer he had little influence upon music, because Russia did not need Western forms. She had her own musical wealth.

The Cosmopolitan group is represented by the renowned P. Tchaikovsky who was educated to be a lawyer. Tchaikovsky (1840-1893) combined National and Western music. He put the Russian soul into the Western forms, and as a result we have beautiful musical masterpieces full of deep feeling and sorrow. All the world understands him because his feeling was universal, the feeling of each one of us. He wrote many operas, among them the best are *Eugene Onegin* and *The Queen of Spades;* many symphonies, among which *Pathetic* is most famous; many songs, duets, et cetera.

Just a few words about composer, Scriabin (1872-1915) who was one of the greatest Russian geniuses.

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His symphonies are not yet wholly understood by average people but everybody who can deeply penetrate into music grants that Scriabin's creations are wonderful. Every Russian regrets his premature death.

Among composers of the present day one can list: Glazunov, greatest among the living, Prokofiev, Ippolitov-Ivanov, Stravinsky, Grechaninov. Rachmaninoff is the most prominent follower of Tchaikovsky, possesing great talent and ability in composition as well as execution of world's masterpieces.

Market Place at Zlatoust

Taken by an American student, Summer, 1927.

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Old Pictures of Business

ALEXIS R. WIREN

THE *business point of view* often is the key to the understanding of economic progress of any nation. What took place in Russia has undoubtedly been experienced by many other countries.

The expression *business man* cannot be adequately translated in Russian. Before the war, to be occupied by trade meant to belong to a special merchant group, and this was often considered beneath a man of high intellect and birth. The term *broker* in Russian sounds like something which, while not really dishonest, at the same time is not a very honorable occupation for a person with great self-respect; perhaps something like having a *pawnshop*.

This does not mean that Russia did not have its captains of industry or great commercial leaders, but these were rather exceptions than the rule. The huge and efficient enterprises built up by men like Morozoff, Konovaloff, Sytin and the like were known to all Russians, yet somehow few were willing to follow their example, or were capable of doing it.

The rural population was greater than in any European country; many peasants were very poor. This in some respects dictated the method of supplying their needs. The local *kulak*, or bossing peasant, who perhaps had already become a merchant, was able to supply poorer peasants if not with goods, then with money to buy, on condition that he have the first option on the crop.

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Many villages had no shops. For ordinary small things which could be purchased for a few pennies, one looked to the bags of the peddling salesman, who rode in his cart, or often walked on foot, from village to village. For more important things peasants had to go to town, in most instances an affair of importance, because the town may have been located more than a hundred miles away. But for the important purchases, some of which were made once for the whole year, Russia had an institution of its own, not duplicated to the same extent in any other country—Fairs, *Yarmarka,* as they are called in Russian. Peasants brought to the fairs all that they could sell and bought what they needed.

Their magnitude can be visualized if one thinks that the Nijni-Novgorod Fair, the most important one, before the war accounted for a turnover of one hundred and thirty million dollars in the course of a few days.

There were seventeen important fairs in Russia. Two hundred and eighty-five million dollars worth of goods were brought to them annually and over one hundred and eighty million dollars worth of goods were sold there. (*Russia—Its Trade and Commerce*, by Arthur Raffalovich, page 280).

The amount sold at the Nijni-Novgorod Fair alone rose from fifty-four million dollars in 1860 to one hundred and thirty million dollars before the war. In 1926 the turnover of this fair was 145.3 million roubles, which if the values mean gold roubles (which is doubtful) would represent about seventy-five million dollars. (*Soviet Union Monthly*, 1926, page 210).

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In Siberia, one found trading places like those existing in the early period of the United States and Canada. Sometimes, one came across an illiterate trader who could not keep his accounts, and yet his turnover amounted to hundreds of thousands of roubles.

Commerce in cities was conducted along the same lines as in other European countries, but regulations often retarded its growth and at times were almost prohibitive. For certain kinds of stores, it was necessary to receive a special permit, and the number of such stores was limited in proportion to the population. Deliveries to homes of purchasers were uncommon. Advertising was very little used or liked. Even in towns one could find peddling salesmen who would come to your house and show dry goods, meat and produce—which they may have brought from a nearby village.

With the beginning of the twentieth century, however, Russian commerce received great impetus which is often overlooked or forgotten. It can be partly judged by the growth of capital in different lines of trade. From 1903 to 1912 the capital in enterprizes of mineral fuel increased almost two-fold,—in iron twice, and in textiles and dry goods four times. The number of new Russian Industrial and Commercial Corporations in the three years from 1910 to 1913 increased almost two and one half times and its paid up capital more than tripled itself.

Total industrial production from 1897 to 1908 rose from about one and a half billion dollars to two and a half billion dollars a year. (Russia, Her Economic Past and Future.)

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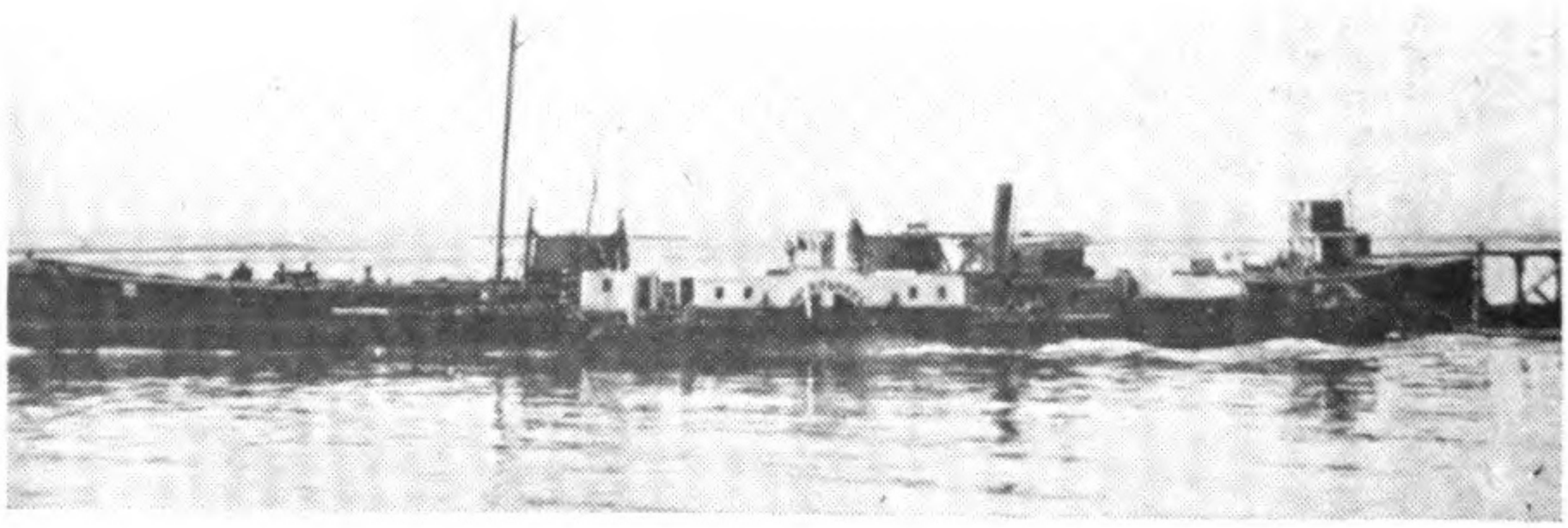
The difficulties of Russian commercial transactions were increased by the comparatively little fluidity of money. Its flow was slow; it was not used time and again as in America. Few individuals used banks to the extent that almost everybody uses them in the United States and while the bank deposits grew from three hundred and seventy million dollars in 1906 to a little more than one billion dollars in 1914, still it is a very small figure compared with the Russian population. In 1915 Russia had only twenty-two banks whose paid-up capital was greater than five million dollars, and only thirty more were with paid-up capital between twenty-five and thirty million dollars. A branch office of a bank was the average for every quarter of a million people.

The real advance manifested in change of business viewpoint can never be measured in the same terms, as industrial production and trade, and it is reasonable to expect that this progress was even greater.



A River Boat

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SMATTER

A trifle light-headed with the advent of Spring, we fingered the incoming mail with a technique born of experience in detecting the news in an unopened letter.

This one contains a thirty or forty dollar refund from Vassily G. Burmistroff, (Cornell, 1923) who ever since we can remember has fixed into his memory the importance of keeping his obligations. Not once has he been reminded.

Thinking on this wise we grinned a mile long as we read:

"Enclosed please find check for $300.00 which is my final remittance to the Russian Student Fund.

"Thanking you for your kind favor to me, I remain—"

That was all. A few modest words on a piece of paper, but what an immeasurable relief and happiness there must have been in his heart when he wrote them.

* * * *

An American sent from Honolulu a dollar subscription to this publication, saying that he reads all of it every month and often finds mention of Russians whom he helped to come to the United States.

* * * *

As we write this, we wonder why more of you don't think of chemistry as a future career. Michael Pupin and other famous scientists have predicted a chemical revolution. Chemistry is tied up with the twenty leading industries in the United States—agriculture, textiles,

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rubber, oil, coal, food, clothing. Which reminds us that before long chemical clothes will be so much the order of the day that we will throw them away each night and save laundry bills a la Lindbergh.

Who knows but what the chemist may find a cure for the most chronic cases of spring fever.

So, distractedly, *Dosveedanya.*

Church of the Redeemer, Moscow

Taken by an American student, Summer, 1927.

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Who's Who

From Salt Lake City, Dimitri Niconoff (South Dakota School of Mines '27) sends us a postcard of the St. Stefano monument erected in memory of Russian soldiers who lost their lives in 1877 or 1878 during the war to protect Serbs and Bulgarians and their religion from Turkish oppression. From this picture Peter Obninsky (Columbia '26) designed the cover.

* * * *

N. A. B. is an honor student at a state university.

* * * *

Please turn to *Who's Who in America* (Volume 14) for a detailed account of the achievements of Arthur J. Jones, Professor of Secondary Education at the University of Pennsylvania.

* * * *

In his native country Dimitry Petruchuk (University of Vermont, College of Agriculture '26) was a boy soprano, director of a Glee Club, chorister, polytechnic student, and army officer. He is now on the staff of the Agricultural Experiment Station, Rutgers University and a graduate student at Columbia.

* * * *

Alexis R. Wiren is the Founder and Executive Director of the Russian Student Fund, Inc.

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TABLE OF CONTENTS

COVER DESIGN—Wooden Church in Galicia
George R. Wiren....

IN THE MELTING POT.....*Gospoden Anon Y. Mousoff*.... 1

POE'S ECHO HEARD IN ANDREEV'S WRITINGS
Professor Alexis Fovitzky.... 5

THE COURAGE OF IMAGINATION.....*Merle Thorpe*....13

THE COMMON TOUCH.....*Michael Demiashkevich, Ph.D*....16

SMATTER 20

WHO'S WHO 23

ADVERTISEMENTS 24

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In the Melting Pot

GOSPODEN ANON Y. MOUSOFF

THERE were four of us Russians sitting one hot afternoon on the stone terrace of a Hollywood suburban home, overlooking an avocado garden, of which our hostess was the manager. Chipmunks were her chief trouble, for the little gourmands would bite the best fruit off the branch so that it would fall to the ground and then eat just a little bit.

A little animal came from the garden and inspected us rather fearlessly, and did not go away until Dick—such was the college abbreviation of an unpronounceable name—threw a stone at him.

Dick is excited about the March number of *The Russian Student,* especially the plaintive wail of one of our friends, unable to keep his college friendships. He is managing to keep most of his interesting friends though he has practically no income and has to take care of a twenty-five dollar car, which runs as Dick says: "yet". He says that if we cannot do it—it is because

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we are like chipmunks—too curious. Outside looking in.

Our hostess sighs heavily, as she always does if anybody finds something wrong with Russian immigrants, and defends the author of the article.

I feel too lazy to agree or contradict. Being in the Melting Pot for over six years has made a strange individual of me. At least my own father to whom I sent a snapshot of my wife and myself recognized her, but asked me in the next letter, "Who is the strange fellow sitting next to her?"

During the Nightmare of my College Days in the hours left of hectic work and study, I selected some friends which I hope will remain those of a lifetime. One of them operates a garbage concession in a harbor city of the Northwest. The letters he writes to me about the new hydraulic elevators he installed recently on his trucks are to be read like poems. We met on the tennis court, and he managed to beat me for two consecutive years. We discovered that over and above that we have very much in common. Every once in a while I receive newspaper clippings from him, and repay him in the same way. We never mentioned incomes to each other, yet his income is larger than mine.

Yesterday at the San Pedro pier a man in rather greasy overalls slapped me on the back. Surprisingly, I beheld Bill—the friend of all friends—who woke me in many a class by jarring his fist in my ribs. He was president of our Y during my first college year—now some kind of an assistant to the chief wiper on

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the Nelson liner. "Specializing in marine locomotion"—or whatever those engineers call it. We had a noonday feast together. This time it was not at Commons, but at a small waterfront cafe, where they serve clam chowder in thick bowls, with little round crackers and where pies are pies, three fingers thick, as a pie should be. Bill was really glad to see me, I know it, though his father's income runs in N figures, and when Bill gets off his ship in Seattle, he is in the Junior League, has a Packard of his own and plays golf where only such as he can play. But I cannot see how his income can stand between us.

God knows we did not meet as chipmunks. We met in committees and were bound to each other not by curiosity, but common problems, which needed our utmost attention. I was born in Vilno and he in Seattle; we worked together as if I were a Lincoln High graduate, the same as he. But Bill never thought of that. One moonlight night we sat on the bench near the Old Library and smoked. He told me all about his girl and his marriage problem—making me forget that for him I *must* be a Man from the Moon. There never has been any curiosity in our friendship.

Well, Dick and our hostess have quite a scrap. I remember Dick in the old country. My wife and I met our hostess on the middle of our honeymoon trip around the world, which started after some violent changes in the life of the community where we began our life together. I know they carry a bleeding wound in their hearts. They still live the life of the past glory of their native land. Life of the unforgettable past gone forever. They offered once their lives as a

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sacrifice for the service of their country and only through a strange turn of fate those lives were spared. But they continue to put the flame of that effort into all they do. It is pathetic and significant to see her in that garden, a born leader and organizer, talking of the fruit trees, fighting chipmunks, and he, born and educated to carry a sword, turns to scientific research. Back in the old world they learned to forget themselves—the Melting Pot did the rest.

For these two, trifles like incomes of their friends have no consideration, because, like my friend Bill, they do not watch the march of Humanity as a chipmunk watches the traffic on the public highway—out of curiosity only.

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Poe's Echo Heard in Andreev's Writing

(A page from a history of Russian-American mutual literary influences.)

PROFESSOR ALEXIS FOVITZKY

IN Russia, Edgar Allan Poe is one of the most beloved and widely read American writers. More than sixty years ago, he was written about in the best Russian magazines. His short stories and poems are known to Russians in many translations. Russian poets of the modernist epoch as, for instance, K. Balmont, now an emigré in Paris, were fascinated by the rythm and expressiveness of Edgar Poe and, like Baudelaire in France, aspired to make the Russian public acquainted with the treasures of this American poet. Even the great Russian classical writer, F. Dostoevski, experiences a similar influence. The scholar who studied Dostoevski's library (that which he read) indicated a few years ago that Edgar Poe was one of those whose works helped Dostoevski on some occasions to find forms for expressing his own great ideas and feelings. In Ivan Karamasov's nightmare we see perhaps, one of the reflections of this influence.

About Poe's influence on one of the modernist writers, in some respects a follower of Dostoevski, we may speak with more assurance and in a broader sense. This writer is Leonid Andreev (1871-1919) prominent author of plays, short stories, novels and articles on miscellaneous topics. Most of Andreev's plays and many short stories are translated into English.

After Andreev's death reminiscences of him were issued by his friends, and fragments of his diary and

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correspondence were published. We are thus able now to draw more reliable conclusions about the literary influence of Edgar Allan Poe. Once a critic ironically and caustically called Andreev a Russian Poe in tabloid version. Being, as Poe was, ultra-sensitive and ultra-proud, Leonid Andreev became so offended that he began to deny almost any influence of Poe. But in his utterances with such close friends as Maxim Gorky (before the bolshevist revolution) or another well-known Russian writer, Boris Zaitzev, now living in Paris as an emigré he recognized the exclusive role of the American writer in his spiritual life—Poe's witchcraft over him.

Maxim Gorky told us about one occasion: "With pathos and inspiration Leonid could speak exclusively about Edgar Poe."

Boris Zaitzev remembers how Leonid Andreev once became very angry with Zaitzev's question—"What is the importance of Edgar Poe's works?" "The question," answered Andreev, "might be asked by a shallow man, not by you." "But I am inquiring only about the literary qualities of the American poet," explained Zaitzev. Being calmed, Leonid Andreev began to speak with great inspiration. By the way he said—"Edgar Poe revealed that in the World there is *night*. It is true." And night is the actual hero of many works by Leonid Andreev, *Life of Man, The Life of Vasili Fiveysky, The Wall,* and many others. Poe's words, "horror and fatality have been stalking abroad in all ages" are the satelites of the "philosophical images" of the Russian author.

But to Leonid Andreev, Edgar Poe, perhaps the

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first American esthete, was also a symbol of tragedy in horrors from the bottom of which beauty arises. For illustration, let us recall one episode. While in Italy, Andreev was annoyed by the country in a short time. It seemed to him that everything was "like an opera," without any element of tragedy or even true melancholy. This last is, as in Edgar Allan Poe, the cradle of Beauty in poetry. Therefore, Leonid Andreev reproached, rather groundlessly, the country of Dante and Leopardi in the bitterest way he could. "In this country," he expostulated , "Poe could not be born and would not be able to create."

Such was the passionate enthusiasm of Leonid Andreev for Poe's genius, but let us not think that on the ground of this attitude the Russian author consciously "borrowed" without ceremony some definite values from Poe's treasures. Not at all. We simply have an example of a so called "literary influence" which is after a contemporary definition, "organic creative infection on the ground of congeniality". In this case the "infected" is Leonid Andreev.

The motives of "desperation, fatality, horror" play perhaps the most important part in the majority of Leonid Andreev's writings. The apparition in these latter has different causes (except Poe's influence) but the American poet's work sustained and partly nurses the motives.

I shall cite a few examples, some among them were pointed out before Leonid Andreev's death.

The castle in the play *Black Masks* by Leonid Andreev is a symbol of a soul wherein the dark forces, black ghosts, are fighting with light ones. The images

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remind us very much of those in the *Haunted Palace* by Poe, where we see evil things in robes of sorrow which are symbols of the same idea.

In Poe's *The Conqueror Worm* we have, as it were, a short sketch for Andreev's tragedy *Life of Man*. Both creative works are drama about "puppets" called men, but Poe's *worm* transformed into silent and terrific invisible *somebody* by Andreev.

"Madness and horror"—the words which are *leit motif* of Andreev's story, *The Red Laugh* seem to be taken from Edgar Allan Poe, where we may meet them very often. The blood curdling picture of *The Masque of the Red Death,* death victory is suggested in its spirit in *The Red Laugh* but the frame is broken. The blood does not leak by drops but gushes out over "madness and horror". A sort of philosophy is added.

Not only a "cosmic" horror makes the souls of our writers kindred. There are other fields in which they are similar. Let us touch only one of them.

Long before Dr. Freud, Edgar Poe pointed out in *The Imp of the Perverse*—"primum mobile," "primitive impulse," which he thought "under certain conditions becomes absolutely irresistible" and rules over man's behavior. Poe writes about an "abyss" over the brim of which the man wanders among the dark forces which are eager to involve his soul in the "abyss".

This conception met very favorable response in Andreev's mind. In his *Darkness* he tells us of a man plunging in the abyss of a dark heredity under the influence of wine. But even this is not enough. Andreev writes a story and names it *The Abyss*. Here he gives us a picture of subconscious perversity concealed in a

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youth whom we had believed was pure and idealistic. To reveal the idea, Andreev oversteps some frontiers of classic literature and therefore the story evoked the protest of Countess Sophia Tolstoi (Leo Tolstoi's wife) and some groups of young people. Perhaps a part of the protest might be attributed to Poe's *Imp*.

As for outstanding sides of this influence, there are some interesting examples also. In *Alarm Bell* by Andreev we recognize not only the terrible stream of mad sounds from Poe's *Bells* but again and again we hear the words of sadness, madness and horror chosen by Poe. We hear "how they scream too much horrified to speak".

In the picture of the snowstorm in *Life of Vasili Fiveysky* the words are living, are full of terror and crying, flow rapidly, and rush as if they wanted to terrify the reader. Again the shadow of Poe!

In Andreev's story *Thought* some lines of Andreev's hero diary almost reproduces those from the confession of the convinced in *The Imp of Perverse*.

The word "nevermore" made famous by Poe's *The Raven* is repeated with various combinations in many of Andreev's works (*Big Slam, Silence, The Wall* and others.).

In his aspiration to be face to face with "mystery" which begets horror and despair (see *Anathema*, for instance), Andreev is eager to go farther than his American predecessor because his aspiration ensues not from "scientific" curiosity, but from religious doubts and hopeless searching for answers on "eternal" questions. But Andreev sometimes exaggerates in setting up effects. Being too emotional, chaotic in his creative

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impulses he forgets the lessons Poe gave us in *The Philosophy of Composition*. Poe used to write methodically almost in "mathematical way". The emotions of Leonid Andreev often spill over the brim. Being unable, sometimes, to invoke the reader with irresistible successiveness of effects, as Poe does, or with Poe's force of imagination, Andreev often abuses terrifying expressions as the "flamed chaos sounds like the laugh of thunder".

It is not astonishing that Count Leo Tolstoi once said: "Leonid Andreev says 'boo' but I am not afraid". But at the time Leo Tolstoi already possessed religion. Leonid Andreev searched for religion all his life, but failed. He left this life just as blind as the hero of his posthumous play *Sampson in Chains*.

Now what source begot this sort of affinity between two writers of such distant epochs and different nationalities? In this case it would be more right to search for the answer in the peculiarity of the biographies of both writers. These biographies are stories of tortured souls, tragedies of super-sensitive, almost abnormal minds persecuted with a scourge from the outside as well as from the inside.

The Pendulum of Poe swayed not only over the author's breast, but over Leonid Andreev's sick heart also.

Let us look at only a few episodes from Leonid Andreev's life. Andreev suffered from inherent alcoholism, just as Poe. Like Edgar Allan Poe, he often became a prey to mental excitement or depression close to madness. In his youth Andreev tried to commit suicide several times. Like Poe he tragically lost his own

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Virginia Clemm, his first wife. His last years while suffering with heart disease, he retired to his isolated villa in Finland. Here Andreev used to whip his creative forces with modest narcotics as very strong coffee or black tea. As a result, during sleepless nights he sometimes had hallucinations. At the very end of his life, when bolshevism came, *The Pendulum* touched his sick heart and Andreev cried with horror and despair *S. O. S.* to die.

In the portraits of both men we see considerable resemblance behind the outward facial features. In the inmost mirror of both souls is reflected the same kind of calamity created with *King, Pest* or *Red Laugh.* These latter shadowed the sun toward which both, Andreev and Poe, stretched out their hands. Each of the writers searched for an exit out of persecuting darkness.

Dreams of Beauty (let us remember *He Who Gets Slapped*) in some respects calmed their agitated souls, but souls full of softness and tenderness. (See for instance letters by L. Andreev to his "little darling mother".) This shows that background does not explain all, but it explains much.

Nevertheless, there are many distinctions in some tendencies of both writers. Each one had his own "local" and individual aroma. The flowers of warm-hearted sentimentality and simultaneously, the motives of anarchistic destruction in Andreev's writings are far from the breath of creative will and foreboding of victory of a mighty technique in some of Poe's works.

To conclude, let us show one very curious fact. Not so long before his death Andreev wrote in his diary:

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"I should like to pray, but I don't know to whom and how".

The "wily allurer," Edgar Poe, who showed "the night" in many of his stories, but displayed a cold faculty of ratiocination ended with the words:

"Lord help my poor soul!"

Railroad Train Market in Ural Mountains
Taken by an American Student, Summer, 1927.

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The Courage of Imagination

MERLE THORPE

(*Reprinted from Nation's Business*)

AS the Colonial Express thundered over East River the other day, I marvelled at the engineering skill of Hell Gate Bridge with its 1000-foot span, its arch 300 feet above water, its half-million cubic yards of concrete, its carrying capacity of 75,000 pounds to the linear foot.

Yet the marvel lies not in this. The amazing thing is that the structure, complete in every detail, was first erected in the mind of a man before a shovel struck earth or a rivet left the forge.

How like a business, I thought! Dreams and plans! Hidden away from public sight thousands of men dream dreams and plan. Some materialize, some fail.

Imagination is the handmaiden of business. Cynics see only a tired business man seeking surcease from a drab routine on the golf course or the front row of the Follies. But while cynics talk, the business man is living a far grander romance than any depicted in song or story. And he has something besides imagination, which his critics seldom appreciate.

Consider him as he sits at his desk and dreams. He sees a new building under construction. He sees the installation of machinery, the assembling of labor, skilled and unskilled. From the four corners of the earth, by muleback and rail and steam and truck, he gathers his raw material. He hears the whirring of the dynamos, the whining of the lathes. In his mind's

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eye, he watches the fabrication of his new product. He searches and discovers new markets, evolves a distribution system. Above all he dreams of its financing. And because he has the courage of his imagination, lo! it comes to pass.

What hazards the business pioneer faces and with eyes open! He realizes that three out of four undertakings fail. Yet he casts the die. He risks all—fortune, energy, leisure—with a fine courage. In other days he would have been a Peter the Great, a Richard of the Lion Heart, a Martin Luther, a Napoleon. The present-day heroics are the heroics of business.

My newspaper this morning carries on its first page with striking headlines the news that a certain company's stock reached the highest point in its history. Away over in the back is a four-line item that another company, an important unit in the same industry, has passed its annual dividend.

What a dramatic picture of American business in those two items! Within every industry, coal and steel, agriculture and machine-tool, banking and retailing, a mighty struggle goes on for success and supremacy.

For each success, a dozen failures. Behind the curtain many an undertaking, created in high hope, buttressed with ideals, carried on with enthusiasm goes down. Across the street, another wins out.

Luck? Hardly. An intangible something, often scarcely sensed by the actors themselves, may have turned the scale by a hair. A shade better judgment at a critical point, a shade better strategy in a minor engagement, a shade keener anticipation of the public's

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changing fancy, sounder financing or a flare for the dramatic—who can say?

We hear only of the big successes. The public acclaims or, in iconoclastic mood, slaps.

But those who know what lies behind, the days of dreaming, nights of toiling, family and friends neglected, fortune hazarded, have respect and admiration for the courage of imagination in business, sympathy for the defeated, cheers for the successful.

For where, since the world began, has individualism—individual opportunity, individual reward for individual merit—come to finer flower than in America's industrial system?

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The Common Touch

MICHAEL DEMIASHKEVICH, PH. D.

"The Master said: 'Though a man may be able to recite the three hundred odes, yet, if, when intrusted with a governmental charge, he knows not how to act, or if sent to any quarter on a mission he cannot give his replies unassisted, notwithstanding the extension of his learning, of what practical use is it?'"

—*Confucius*

THE more I observe and listen here, the more I am struck by the resemblance between the Sorbonne and the outstanding pre-revolutionary Russian universities. There is, however, a difference besides the language of instruction. The French are very realistic. The French mind has two chambers—in one resides logic, in the other, sentiment and idealism. To be sure, they communicate by a door, but the door opens from the logic side, so that logic can enter freely into the dwelling of sentiment, but not vice versa. I think it would be difficult to find a French student who lives as thoroughly in accordance with the theories of Zola, Anatole France, or even Proudhon as many Russians followed Tolstoi or Bakunin.

On the other hand, it certainly would not be easy to find a French university professor whose erudition, permeated by fiery enthusiasm and contagious faith, would gather at his feet the entire body of students without distinction of specialty, as great teachers in Russian universities were able to do.

It was not at all disastrous that our professors of Russian literature in secondary schools and universities seldom brought their courses up to recent times. In my private opinion the longer a professor dwelt upon what

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is known as the Moscovite period of Russian culture, the longer he kept his students in the invigorating atmosphere of the Moscow peasant Tsardom of bourgeois-tzars, the real builders of the country, self-governing counties and towns, of self-made statesmen and enterprising business (torgoveye ludey), all proud of their Russian name, all religious and for the most part thrifty—the better education the students received. But that professors of modern history and political science neglected, as a rule, to develop in their students a sound, practical sort of political attitude and left them in sociological naiveté, this I regard as a very lamentable shortcoming.

Disinterested culture is a good thing, yet it is one of those good things of which a country should not have too much. Of course, it would be idle to make over the history in our imagination or to figure out what would have happened if this or that had not occurred. But it is natural that we should try to think out in terms of our experience how certain things should be avoided in the future.

Take, for instance, the generally known fact that many a well-intentioned and really unselfish intellectual Russian, especially a university man, never could find a common language with the *muzhik*. Was it the *muzhik's* fault? Hardly so.

Though the son of his race, a philosopher and a dreamer with an inquisitive mind, the peasant was a more matter-of-fact man than the average intellectual. To make a reference to the celebrated short story by Turgenev, the average peasant had in him more of a *Khor* than of a *Kallcenych*. Consequently, he was more

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or less indifferent to the question of who was the greater writer, Chekhov or Maupassant. He showed presumably only a mild interest in the history of intellectual movements in France of the Eighteenth Century. The controversy as to the causes of the downfall of the Roman Empire left him almost entirely cold. In all earnestness can we justly blame the *muzhik* who had such a touching respect for the *oochonceye ludey,* i. e. educated people, if he more often than not was disappointed by them? The closer acquaintance with educated gentlemen from cities who were as eager to enlighten him as he was to learn from their wisdom, only too frequently ended, on the side of the peasant, in a melancholy conclusion that those learned and refined gentlemen were very nice but rather queer fellows (*Choudak-barin*). Their place in the life of the peasantry, so important and so enviable, was not left vacant. It was taken by others. It is unnecessary to discuss the results. They are well known.

In a few words the moral seems to be this. When really decisive influences of the day are not at all, or but little, tied to the universities a socially dangerous situation is created. Scientific research must accordingly be sufficiently incorporated into a system of values which should not remain aloof from the needs and aspirations of the larger masses of the people.

Personally, therefore, I am neither a partisan of our old general method of higher education nor of the French method. A different method can be imagined. Leaving the luxury of continuous delightful excursions into the endless realm of the past to those who like to specialize in that kind of an occupation and to the

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leisure hours of all of its alumni, a college or a university conscious of its social responsibility places the center of gravity in orienting the whole body of students towards the burning problems of today and tomorrow. Whether it be economics or sociology, or modern history or fiscal science, or what not, students capable of profiting by instruction are so trained as to be able to sit down and write an article, or to climb upon the platform and talk and *be understood* by the average man and woman who struggles for life and who seeks first and foremost for enlightenment and help in the hard task of improving the conditions of family, community, nation. In short, the college and university, being social institutions, work toward training their students to discharge the duties of social leadership which is, indeed, the real reason for higher education.

Such appears to me to be the general method of education successfully applied in the American colleges and in the undergraduate classes of American universities.

Siberian Peasants
Taken at Novo Nicholias, August 10, 1902.

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SMATTER

A Columbia senior casually dropped into the torn chair in our office and with a queer look in his eye whispered the name of Bunin. I had the faint suspicion that he believed it would shock me or that he was sure I knew nothing about *Mitya's Love*. He informed me that it is perhaps the greatest psychological analysis of femine emotions, that American critics said so, and that *From Double Eagle to Red Flag* is merely a poor imitation of *War and Peace*.

This unexpected allusion to Bunin reminded me of a trip to the Berkshires, about a year ago, with Mitya and Claude Anet's *Ariane*. An American of considerable avoirdupois and insistence that an actress (whose name I have forgotten) was really great because the Shuberts permitted her to grace their leading operettas, did all he could, between lengthy visits to the smoking room, to prevent me from reading two books in which I was intensely interested. During the five hour trip he failed dismally, but I never told him so.

Reading *Mitya's Love* and *Ariane* between a man's cigars may not be the correct environment for appraising contemporary literature, but I am fully convinced that these two books (especially Bunin's) were the most happy selections obtainable.

Needless to say I never gave a moment's serious thought to either book after I returned them to the fair representative of Mr. Womrath. They were incidents, bright spots of a dull journey through a beautiful stretch of country. Never during the year that has

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intervened has it occurred to me, until now, that it might be worth while to read them again under a less smoky atmosphere. Both volumes reposed in the bottom of the suitcase on the return journey while I gazed glumly out of the window, wishing for an excuse to say meaningless nothings.

It was the year before that *From Double Eagle to Red Flag* prevented me from eating any lunch for a week. That isn't all. At five o'clock each day I rushed out of the office and into the side entrance of the Biltmore. I fell into a luxurious chair by the window and buried myself in the pages of the huge volume. Hours later, a glance from the maid told me that she knew I was not waiting for anyone. I looked at my watch hurriedly, glanced around the room, sighed impatiently and slunk away homeward. This happened every day for seven days until one morning at dawn I closed the last volume on the kitchen table and said, "Now thank God I can read *War and Peace*". For two or three days I reread parts of the story to clinch my first impressions.

Judging literature involves the idiosyncrasies of the critic, the circumstances of the moment and his preparation for the work in question. Some books obtain a terrific hold on a certain critic at certain times depending upon whether he has heeded Mr. Wrigley's slogan, After Every Meal, or whether those with whom he associates, while he is under the spell of the book, have succeeded in not locating a cough in a carload—Yes, and on the hundred and one superficialties which put a human being into a responsive frame of mind.

Well, to get back to the story, the next Russian I saw was a Dartmouth graudate, now getting experi-

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ence in Wall Street. He had never heard of Mitya and her love. I pronounced Bunin three different ways in Russian and spelled it once in English before he knew what I was talking about. He thought Krasnov had written a great historical novel which enables Americans to understand Russians better than all their reading of Dostoevski, Tolstoi and other classics. When I told him what his younger compatriot declared, he took a deep breath, straightened himself (he was sitting in a very hard chair that squeaked) and muttered importantly: "Most Russians are sentimental".

To which I crave to add—that is likewise a matter of personal opinion and mood.

* * * *

MITYA'S LOVE. By Ivan Alexeivich Bunin. Translated from the French by Madeleine Boyd, with an introduction by Ernest Boyd. Henry Holt & Co. 1926. $2.50.

FROM DOUBLE EAGLE TO RED FLAG. By Peter Nikolaevich Krasnov. Translated from the second Russian edition by Erik Law Gisiko, with an introduction by William Gerhardi. Two volumes, Duffield & Co. 1926. $7.50.

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Who's Who

The cover design by George R. Wiren (M. I. T. '23) is an example of the forgotten art of Russian wooden architecture. This drawing is reproduced here by permission of *Stone & Webster Journal.*

When Mr. Anonymous sent us his chipmunk story, he assured us that the characters really exist.

Professor Alexis Fovitzky, Dean of the Russian Collegiate Institute, New York, graduated from the Faculty of History and Philology of University of Moscow in 1903. He was literary editor and contributor to Russian magazines and in 1919 editor of the Magazine of the Department of Education.

In America, his articles on Russian literature and art have appeared in the *New York Times, Evening Post, Literary Review* and other periodicals.

Merle Thorpe, Editor of *Nation's Business,* believes in the integrity and stability of American business and that the business man is eager to give more than value for money received. Mr. Thorpe has promised to write in the future a special article on ideals in American business for *The Russian Student.* In *Who's Who in America* there is a long paragraph regarding Mr. Thorpe's work.

Dr. Michael Demiashkevich (Teachers' College, Columbia University '26) is visiting French schools, studying documents and other material relating to the history of international relations. He has recently completed a book on *The New Education and Democracy* which is soon to be published.

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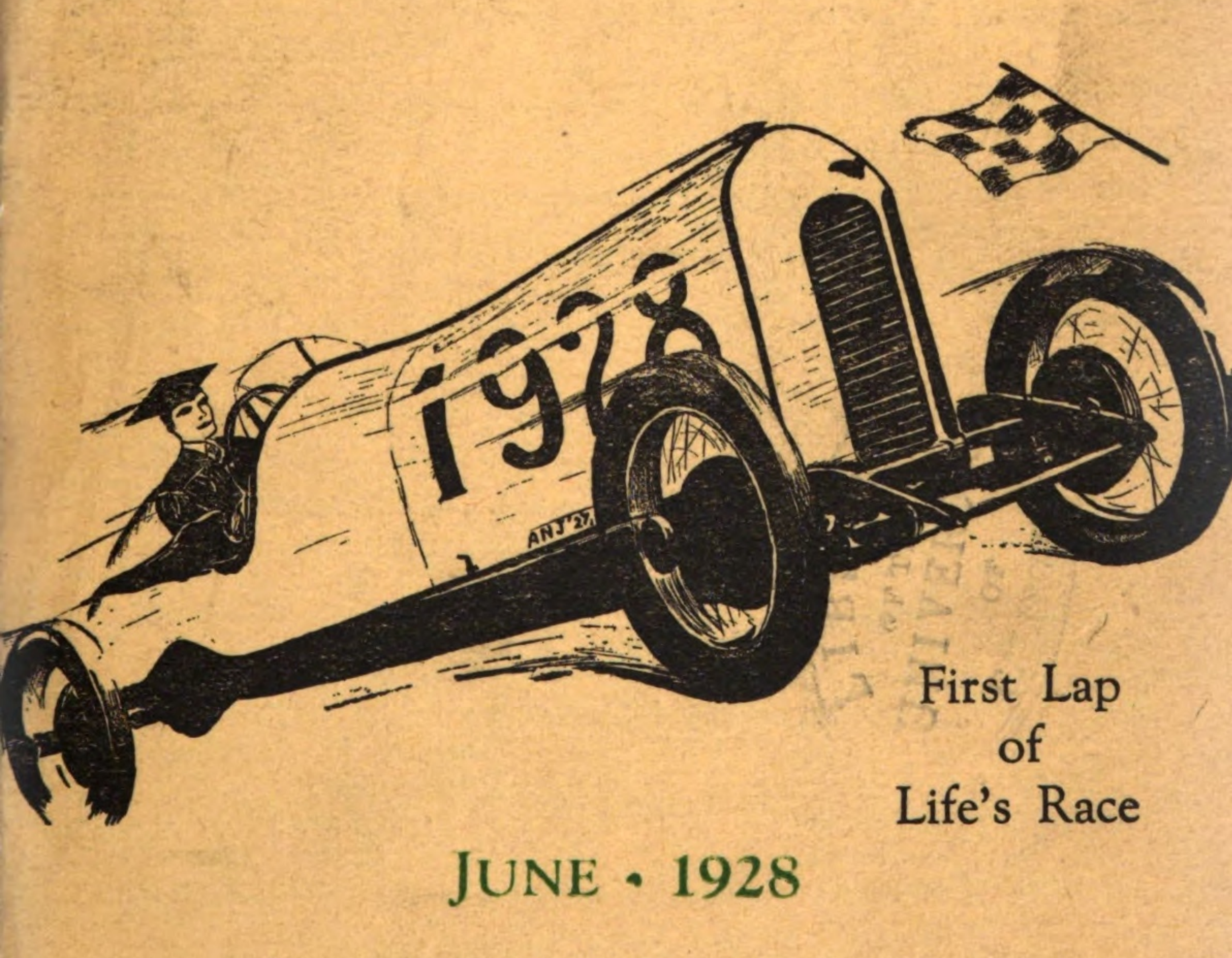

First Lap
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JUNE, 1928

TABLE OF CONTENTS

COVER DESIGN—First Lap of Life's Race *Alexander Joukovsky*....

WHAT TO DO? ..... *Demetry D. Ushakoff*.... 1

LOMONOSOV: MAN OF SCIENCE AND LETTERS *Vladimir Pertzoff*.... 4

THREE 1928 GRADUATES..... 8

THESE MANY YEARS 9

SEEING AMERICA ..... *Paul Chefranoff*....10

RUSSIAN AND AMERICAN EDUCATION..... *Alexis R. Wiren*....12

MINUS THE ACCENT ..... *Paul Broke*....17

SMATTER 18

WHO'S WHO 21

DETERMINATION ..... *E. S. Serebrennikov*....22

ADVERTISEMENTS 23

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What To Do?

DEMETRY D. USHAKOFF

MY generation is in a peculiar position. We were thrown into the maelstrom of war at its ebb. While finishing high schools we learned of the traditions of the past; for some those were traditions of one of the most glorious monarchies the world had known; for others they were traditions of parliamentarianism in its finest degree. But we had to see both traditions set aside. No matter what our traditions were, they emphasized one thing—Service to our Native Land.

My generation went to American colleges, and many of them received diplomas. The experiences after that have been alarming. In Russia a university diploma usually meant good salary and to some extent a white collar job with a high position in society. Here it does not mean that.

It tickled our imaginations to listen to Mr. Dmitrieff in Harbin in 1921 when he told us we were being given

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a chance to become trained experts for the upbuilding of Russia and the establishment of friendly relations between Russia and the United States. It was interesting to sail over the Pacific, to be feted by the Y in Hawaii and somewhat amusing to wash windows, wait on tables in America with the idea that it was only temporary—that the situation would change over night as soon as we received those diplomas. By the senior year illusions waned, for some they waned long before that, and now we are face to face with stern reality. If we are really to fulfill our pledge, what are the qualifications of the Russian who is to be called to promote commercial and otherwise friendly relations between the United States and Russia?

Commerce is measured in terms of money. To bring commercial relations between the two countries, we must buy in one country and sell in another. Usually both processes go on at the same time. In foreign trade it takes much longer to complete a transaction than in domestic and the only way to keep the customer is to give him Service. The customer kept—is the best way to promote friendship.

A Russian engineering graduate may hope to devote his life to friendly commercial intercourse between the two countries, but in order to be successful, he must be able to *sell* either the machinery made by the American manufacturer, or the services of an American firm to Russian buyers. One thing is sure, for the next quarter of a century, no Russian machinery will be sold here. Russian buyers will demand a very high quality of goods, and there will be competition with European engineer-salesmen. The Russian engineering graduate

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of an American college will find that in order to keep his position, he will be compelled to measure his success in volume of sales. He may be compelled to organize a force of assistants and control them from the key city to his territory. This calls for entirely new requirements, the ability to choose men, to size up a territory, to come to decisions quickly, to have the courage of his convictions, and the ability to be acceptable socially. That is where the real trial will come to the majority of us.

The same qualities will be demanded from those of us who return to Russia to work with Russian material, to participate in its upbuilding, whatever our profession. It is true that the material will be entirely different, the atmosphere will be changed, and many of the old traditions will have to be broken, but if those who go, combine in themselves real knowledge of their branch of endeavor, the necessary qualities of an executive, and a genuine desire to render honest and efficient service, they will quickly find that they and the leading minds of the New Generation of Russia can speak a common language, *if they want to.*

The problem is hard. If we will be honest with ourselves, we will agree that university training alone does not bring a solution. The only thing to do is to go on with our work of preparing ourselves for the task that awaits us. The best way to do it is to qualify for success in America—success based on the highest quality of service to clients, fairness to the competitor, and expert knowledge of our trade.

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Lomonosov: Man of Science and Letters

VLADIMIR PERTZOFF

LOMONOSOV was born in the North of Russia, not far from the town of Archangel. His birth place characterizes him as a true son of our northern fishermen, the greatest among his neighbours, but still one of them.

In the North Dvina River lies an island—Kouroostrov. Opposite this island is the town Holmogor. In 1711 a son named Mikhailo was born to Vassily Dorofeev Lomonosov, a peasant, as well as a fisherman. He owned several boats which went down the Dvina as far as the White Sea and even to the Arctic Ocean. When Mikhailo was only ten years old, his father took him on his fishing trips. On these trips and in Archangel, which was, in those days, the Russian outlet to the open sea, Lomonosov saw more than any child of his age. He felt that the world did not end in his native village and that in order to be successful on the open sea, one must have a strong hand and a fighting spirit.

To understand nature became his strongest desire. He read the only books on which he was able to lay his hands, a Slavic grammar by Smotritzky and an arithmetic by Magnitzky. But they did not satisfy him. In 1730 he left home for Moscow, where he matriculated in the Slavo-Greek Academy at the Zaikonospassky Monastery. Here again Lomonosov

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was disappointed, as no exact sciences were included in the curriculum.

Fate was kind to him. The High Commander of the Academy of Science founded in 1720 by Peter the Great, was looking for a chemist who knew metallurgy and geology to explore the natural wealth of Siberia. No such man could be found in Russia, and the Academy decided to send a few able students abroad to be educated in chemistry and metallurgy. Lomonosov was chosen as one of them.

In 1736 they departed to Germany, first to the University of Marbourg, to study natural sciences with Professor Christian Wolff, and then to Freyberg to perfect their knowledge under the guidance of Bergrat Henkel. Their stay abroad was full of semi-tragic incidents. In the free atmosphere of German student life much time was devoted to gaiety. Money was borrowed. Professor Wolff upon their departure from Marbourg writes to the Academy: "When they were here, they terrorized everybody. People were afraid to say anything against them. Their departure freed me from many troubles."

While in Freyberg life was more peaceful, though troubled by lack of money. The Academy, after paying their debts in Marbourg, was rather slack in sending more money. Soon after this Lomonosov decided to return to Russia. On the way home, in Marbourg, he married the daughter of a member of the city governing board—Elizabeth Zilch. Leaving his wife in Germany, he arrived in St. Petersburg and became

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associated with the Academy, wrote verses on various state occasions, made a description of the mineralogical collection of the Academy, as well as worked on translations. His wife was unable to join him for two years.

In 1745 Lomonosov was appointed professor of chemistry. He and the poet, Tretiakovsky, were the first Russian professors of the Academy; all others were German. After many petitions Lomonosov built the first chemical laboratory in Russia. Its cost was about two thousand roubles.

At this period Lomonosov divided his time between science, poetry and fights with the German clique of the Academy headed by the secretary Shumacher. He fought them with every means in his power including his fists and consequently was often under arrest. A certain Goloubtzov complains that "Lomonosov struck him with a candelabra in the face, from which he had a pain in his eye and a wound on his face and could not appear in public."

Lomonosov's contributions to philology and natural sciences are enormous. He freed the Russian language from the bonds of old Slavic and gave it a greater freedom of expression. Many foreign words were translated by him into Russian. His reform was not less significant than that of Pushkin, one hundred years later. He wrote the first systematic Russian grammar, which survived almost a hundred years, worked upon Russian history, insisted on a statistical survey of Russia, planned an expedition around Siberia and filled all these manifold activities with the energy of one who knows what he is after.

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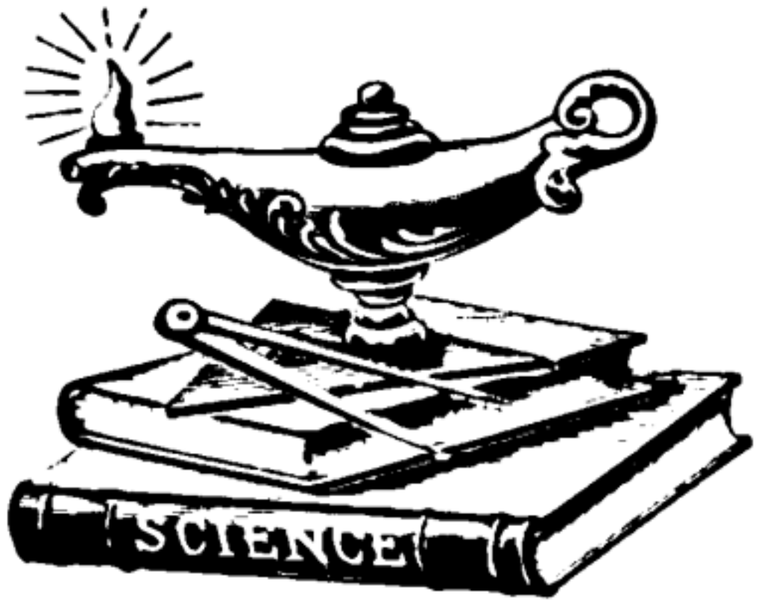
But Lomonosov's greatest contribution was probably to Science. He was one of the first who systematically applied weight and volume to chemical manipulations. He had notions of the chemical individual. He rejected the old ideas about the phenomenon of burning and carried experiments in the same line which led Lavoisier, later on, to the discovery of oxygen. By the use of indivisible particles, the atoms, Lomonosov was able to explain the phenomena of heat and elasticity of gases. In a letter (July 5, 1748) to the mathematician, Leonard Euler, Lomonosov laid the foundation of the law, now known under the name of the Law of Conservation of Mass and Energy. He wrote: "All changes occurring in nature take place in such a manner that when something is added to a body the same amount is taken from another . . . when a body gives its motion to another one, it loses as much motion as it has given out."

The interdependence of sciences was expressed by Lomonosov as follows: "Truly, chemistry may be called the hands and mathematics the eyes of physics." This statement lies at the foundation of the whole scientific activity of this remarkable man and even more, it characterizes the modern trend of all natural sciences.



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Three 1928 Graduates

VLADIMIR ALEXIEFF
Columbia University,
Business
Honorary Society—Beta Gamma Sigma

LEO NEDELSKY
University of Washington,
Electrical Engineering
Honorary Societies, Tau Beta Pi, Sigma Xi, Phi Beta Kappa

OLGA BENDEROFF
Western Reserve University,
Nursing
Outstanding Student, President of Student Government

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These Many Years

"The longer I live the more I am certain that the great differences between men, between the feeble and the powerful, the great and the insignificant is **energy—invincible determination**—a purpose once fixed and then death or victory! That quality will do **anything** that **can be done** in this world, and no talents, no circumstances, no opportunities will make a two-legged creature a **man** without it.—Sir Thomas Fowell Burton."

Henry A. Strong, for many years an intimate friend and partner of George Eastman, and at the time of his death in 1919 President of the Eastman Kodak Company, while on a trip to Japan in 1899, wrote the above quotation on a slip of paper which was preserved. Mrs. Strong, who has befriended so many young people of all races, was good enough to share this note with us.

Last month Marshal Ferdinand Foch said of Charles A. Lindbergh: "We knew that he was not a lucky improviser, but that the result has been achieved by careful preparation, profound experience and tenacious energy, backed by indomitable courage and faith."

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Seeing America

PAUL CHEFRANOFF

MANY times we had seen the slogan *See America First*. Last September when we had to find out the least expensive way to reach Lawrence, Kansas from New York City, it flashed into our minds. We decided to put it to practice. On September the eighth we went on the road.

The day was warm, the sun was shining, and the birds seemed to wish us good luck in their songs. We had to be in Lawrence, Kansas not later than September thirteenth, the day of enrollment at Kansas University. Our plan was to hike and kindly accept the invitations to have a ride, if there would be any. The weather was wonderful during our entire journey, and our luck in getting rides is proved by the fact that we had thirty-five of them and reached Kansas City at eleven o'clock on the night of September twelfth.

Our journey took us through the wooded hills of New Jersey, and we saw the beautiful Alleghenys with their impressive magnitude and colorfulness. We passed through the dusty coal mining towns of Maryland and West Virginia, and traveled in the prosperous valleys of Ohio, where they greet the cheerful spirit of travelers by putting a white cross on the scene of every automobile accident. We went through Indiana, Illinois, Missouri and finally were in Kansas.

We traveled in all kinds of vehicles: trucks, delivery wagons, and all makes of cars with a predominance of

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Fords. The people who gave us lifts were of all types and ages. They were salesmen, farmers, travelers, an elderly couple going for an afternoon drive, students, tired business men, Pennsylvania Dutchmen, dairymen, a former sailor, sand truck drivers, tailors, merchants and even I suspect that we enjoyed the kindness of a bootlegger who drove a big speedy car.

All of these people were extremely nice to us. With some of them we became friends and even correspond now. I think that they, met at random on our way, show the true characteristics of the American people. These characteristics are friendliness, hospitality, kindness, frankness and some kind of a sport instinct. They did not ask us who we were or where we were going. They just offered us rides and then waited until we told them all about ourselves if we chose. When they heard about our project to beat twelve hundred miles in four and a half days, all of them smiled and said: "That is the game, go ahead and you will beat it."

Perhaps this stimulating spirit helped us, but anyway when we arrived at Lawrence, Kansas we firmly believed in *See America First.*

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Russian and American Education

ALEXIS R. WIREN

IN America education has been a practical approach as a means of preparation to meet life's problems. In Russia, it was often an appreciation of education as something abstract, education for its own sake, because the process of acquiring knowledge is of itself a pleasure.

American education started very soon after the first colony settled in the New World. In 1636 Harvard College was established principally to afford adequate education to Church ministers.

The first efforts of establishing a national system of education in Russia were made early in the eighteenth century by Peter the Great when he formed the Navigation School, where future teachers for other schools were trained. By 1722 there were forty-two schools where pupils were taught mostly arithmetic and geometry. Of the almost two thousand pupils in such schools in 1727, only two and one-half per cent were children of nobility. Forty-five per cent were children of the clergy.

The first Russian University, the University of Moscow, was established in 1755. It received large private gifts. In 1853, almost a hundred years later, Russia, with a population of about seventy millions had less than three thousand university students.

Partly due to the political structure of the United States and also because of the popular point of view, the problem of education was left to the initiative

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and responsibility of each state and its local subdivisions. This explains the many different systems, a fact which brings some inconveniences, but which at the same time permits a variety of experiments yielding valuable results. The Federal Government took an active part in helping education only once, when land grants were made to foster the growth of agricultural colleges.

Independent educational efforts of communities have brought about a helpful educational competition, which was a factor of considerable importance for more or less prosperous states. The states, which were poor, perhaps would have had a quicker educational development under a unified federal educational system, but the total results show that the independent activities are better for the nation as a whole.

In Russia education was always under centralized control of the Government, although various schools were under the supervision of different ministries. Private schools were not numerous. A child of well-to-do parents, often had primary instruction at home. Financial difficulties of the country had the same effect on education in Russia as in the southern states of America.

Russian education was not only under the control of the Government but had as one of its major problems, the preparation of future government employees. Thus graduation from Russian Intermediate Educational Institutions, (Real School, Classical Gymnazia, et cetera) was sufficient for entrance to Civil Service. These courses corresponded to the American high school and about two years of collegiate academic training. The

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four year university course, which followed, was therefore considerably more than the four year course of an American college.

The Russian educational system included a great variety of schools. Elementary training was given in four year schools, many of which were parochial schools where the local priest was the teacher. Trade schools, commercial schools and special schools were established with both complete and abbreviated courses of instruction. Elementary education was not obligatory, but *it was free and any parent who cared to could send his children to school.* In all of these schools the question of parentage had no effect upon the eligibility for admission. In cases of higher educational institutions, there were some limitations. For instance, the total number of Hebrews admitted was approximately in the same proportion to the total number of students as the total number of Hebrew population was to the total Russian population.

With comparative poverty of the country and the population, Russia had no chance of expanding its educational facilities as quickly as it desired. Students in universities and professional schools paid much less than the real cost of instruction. The tuition was comparatively low. In the best technical schools, like Petrograd Polytechnic Institute, Technological Institute, Institute of Ways and Communications, the tuition up to the Great War was about twenty-five and fifty dollars a year.*

*The tuition fee of the Petrograd Polytechnic Institute is given in the report on education in Russia, published by the Board of Education of England, as being 50 roubles a year in 1909 and no special fees were paid to the professors. The

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Average cost in 1911 was about one hundred and twenty-five dollars a year. During these years, the fourteen out of sixteen higher technical schools had 1,162 professors and instructors and twenty-one thousand students.**

The popular American conception that higher classes in Russia "kept the people in the dark" on purpose, is just as erroneous as it is ridiculous. There is hardly a country in which there was a higher respect for an educated person, regardless of social or economic background, than in Russia. Numerous cases of men who came to eminence in spite of the fact that their parents were peasants is a sufficient indication of the chance they had. Most of the leaders who have devoted their lives to the growth of popular education were from the so-called higher classes.

It may come as a complete surprise to many people that according to Professor Pitirim Sorokin's, *Social Mobility* the percentage of prominent men from the lower classes in Russia was about the same as in all democratic countries. Names of Sytin, Morozoff, Count Witte, Tagantzeff, Chekhoff, Gorky, Repin, are a few illustrations.

How much Russia has done for the cause of universal education during the years preceding the war can be

best information we have is to the effect that the fees were not changed from that figure until 1915—Acting Commissioner of Education of the United States.

Tuition cost at Massachusetts Institute of Technology in 1900 was $200 per year; in 1911 and in 1914 was $250 per year.—*Editor.*

**Bulletin 11 Bureau of Education, U. S., "Higher Technical Education in Foreign Countries" 1917.

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seen from the fact that in 1905 forty-three per cent of all children of school age attended schools. In 1914 the proportion was seventy per cent. In 1922 it had fallen below that figure and represented thirty-eight per cent.

Still more indicative is the comparison of the increase of educational expenditures to the total budget of the country. If the expenditures of both for 1903 be taken as 100, by 1914 educational expenditures grew to represent 410, while the total budget 175. Educational expenditures, after reaching the maximum of 544 per cent in 1917, started to decrease after the revolution and in 1922 were less than one-fifth of that figure, representing 91 per cent of what was spent in 1903.

Just how much the financial situation of a country has to do with its educational facilities, is difficult to say, but, evidently, a man who hardly earns enough to keep body and soul together, cannot spare as much for education as the one who lives in comfort. In 1910-11 average per capita earnings of Russians were a little over thirty dollars a year. During the same period the American average per capita earnings were almost six times greater. American educational expenditures, during this period were about eight times greater than in Russia.

In all lines of purely theoretical education, Russia excelled. American education has given a more practical preparation for life. The combination of the two is probably the best solution and interchange of experiences may be mutually beneficial.

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Minus the Accent

PAUL BROKE

MY personal experiences in trying to acquire a fairly good United States accent or rather lack of foreign accent, cannot, in my opinion, be set as a *modus operandi* applicable to every Tom, Dick and Harry or whatever their Russky equivalent is. I think it is an individual problem.

One must have an average aptitude for music and unceasing vigilance in correcting one's errors.

I started by carrying with me a little pocket size dictionary and memorizing shop signs on the grounds that constant recurrence of those signs would not only help me to commit to memory a number of new words, but, what is more important, a number of useful words. At the same time I set myself to the practice of pronouncing the words correctly. One must acquire the habit of entirely different configuration and juxtaposition of one's mouth, teeth, and tongue in order to pronounce English sounds with proper inflection.

I have spent many hours in front of a mirror trying to imitate English and Americans, listening to myself speaking certain words, and then going out and listening to others speak the same words.

I think that in five or ten more years I shall be able to speak English in a fairly decent manner, because I realized early the necessity of . . . . . "When in Rome, ask for a plate of spaghetti," or else perhaps I am a bit sensitive and don't like to hear expressions as . . . . "those damn foreigners" (sic) . . . .

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SMATTER

A senior with an over-loaded brief case sat in the torn chair. "I sent 100 letters and received 70 negative replies. By the end of April I had three offers. I start to work on May twenty-first." He spoke rapidly trying to hide his elation, but smiled wearily at my congratulations. "It did take a lot of nerve to get all those rejections but now I am ready to dive right in."

Dive right in

His tall agile figure disappeared around the door, and we read a letter from another graduate-to-be. The finely written lines betrayed a waste of nervous energy. He was not prepared for diving. He floundered through the pages in an attempt to describe an interesting job, as though he expected someone to hand him a position—and on a silver platter.

This is not an indictment of the Russian college graduate of 1928 nor of Russians at all. Americans are just as guilty. Didn't we have hazy visions of a position not too dry, once upon a time? Some day we hope to take a moment off to look through our trunk for some of our moronic letters about an interesting career. If we don't find them, it will be due to the fact that the day we are supposed to have walked down the aisle in a cap and gown, amid thunderous applause and oppressive heat, we didn't. A dutiful health officer

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quarantined me for inadvertently taking the mumps from the landlady's five year old son. We packed and re-packed that trunk ten times during the Commencement procession and having thought it all over probably said to the carbon copies, rejection slips and other aids to employment: "Out the window you must go." No doubt they scurried.

So when a college graduate gives the slightest intimation of his readiness to sit in a Louis Quatorze office and play with three or four pearl buttons all in a row on his handsome desk, we feel like chewing the rag.

"Why are college graduates like that? Is it something that's taught them at college?", I asked a Chief Engineer who had just hired four tech men with the injunction that they should think of how many men are to be *over* them instead of *under*. He, a college man, replied: "There is no question that they know a lot when they get out. They know their stuff." And I gathered from his further remarks that they might *know* enough to be Chief Engineer or even Vice President but that they do not know *how to use that knowledge* as the powers above have decreed Chief Engineers and Vice Presidents to use it.

Alack-a-day! It's *learning how*, that's the rub. It soils the hands and it does not pay.

Two Russians had an argument as is their way. One said that a Russian should receive more pay than an American because a Russian was always willing to work overtime and Americans would refuse. The other shouted, "Bunk," and to prove it asked his secretary

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in English: "Miss B., I have a great deal of work to do this evening. Will you stay?" The emphasis with which she said, "Certainly," was enough to turn both Russians permanently pop-eyed.

This is not an attempt to say that Americans will tackle their jobs harder than Russians. Some do and some do not. (We shall be glad of the opportunity to apologize privately to Mr. Ford Madox Ford for plagiarizing that last sentence). It is not a question of nationality; it's just a state of mind. Whether it's fake psychology or a platitude that you are tired of hearing, it really is often the receptive and decisive mind as well as the early bird that has a line of future employers forming to the right, please.

Tackle it hard

With that we beg to remain, homiletically yours, until September.

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Who's Who

Alexander Joukovsky, (Univ. of Mich. '27), who designed the cover, is with General Motors Export Corporation.

* * * * *

Demetry D. Ushakoff, (Univ. of Wash. '26) is in Los Angeles, California getting some of the experience which he advocates for other Russian graduates of American colleges.

* * * * *

Vladimir Pertzoff (Harvard '24) has done research work at Harvard Medical School. He is now abroad studying chemical laboratory methods in Munich and Paris. A scientific article by Mr. Pertzoff appeared in the January issue of *The Journal of General Physiology.*

* * * * *

Paul Chefranoff (Univ. of Kansas, Feb. '28) is now with Armour & Co., Chicago. The "We" in his story, Mrs. Nadine Chefranoff, graduates in June.

* * * * *

The article by Alexis R. Wiren rounds out this year's discussion of Russian and American educational methods.

* * * * *

The first time we saw Paul Broke (N. Y. Elec. School, '23), was during the off-hours of a conference which he was attending as special representative of Pacific Gas & Electric Company. "How did you get the name Broke out of Dobroklonsky and why do you

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choose to wear a name like that?", we had been wanting to ask him for a long time. "By the process of elimination, and have you never heard of Admiral Broke?" We hadn't and said so. Then, in turn, we asked: "How did you ever learn to speak English without an accent?" A year after his return to California we persuaded him to write this answer for the benefit of others who have difficulties and don't know it.

* * * * *

Other verse by Eugene Serebrennikoff (Univ. of Idaho '25) appeared in the January number.

* * * *

Determination

E. S. SEREBRENNIKOV

Forward and onward, onward and forward!
This is the cry of my life.
Many a time I was beaten,
But I never gave up the strife.

Many a time I was down
Up to the count of five,
Many a time I smarted,
But I never gave up the strife.

Many a time they hurt me,
Plenty of times they win,
But every time I recover
And every time I grin.

They say they will destroy me,
They say they will break my life,
But I, I shall never falter,
And I'll never give up the strife.

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Leo Tolstoi Number

The September Issue of

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Leo Tolstoi

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